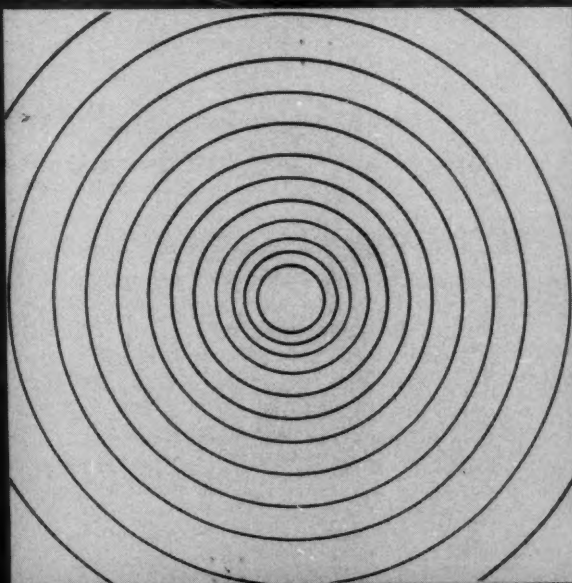
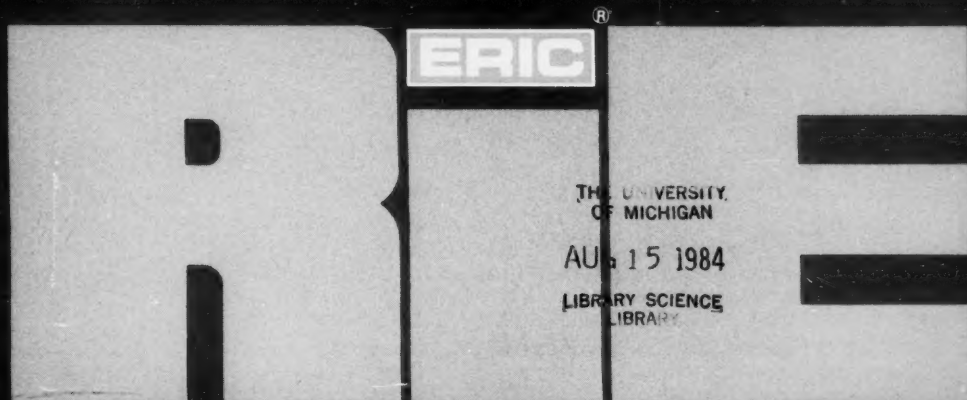


# Resources in Education

EDUCATIONAL RESOURCES  
INFORMATION CENTER

JUNE 1984

VOLUME 19 • NUMBER 6



ED 239 012-240 225



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## SPECIAL ANNOUNCEMENTS

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### **New Edition of the ERIC Thesaurus**

The 10th edition of the *Thesaurus of ERIC Descriptors* (a list of key words for indexing documents into the ERIC database and a tool for searching the database) is now available. This edition reflects 680 changes from the 9th edition: the addition of terms, the deletion of terms, and other modifications. Its sturdy cloth, reinforced binding is designed to withstand continuous, heavy use.

**ORDER FROM:** Oryx Press  
2214 North Central at Encanto  
Phoenix, AZ 85004

**PRICE:** \$45.00 plus postage. Publisher pays postage if payment is sent with order. Orders from individuals must be accompanied by payment.

\* \* \*

### **New "Target Audience" Data Field Added to RIE**

In January 1984, RIE initiated a useful new data field entitled "Target Audience" which can be used in computer searches of the RIE database. The Target Audience field is optional and describes the author's intended audience when that intent is made explicit in the document. The specific audiences defined for use in this field are: POLICYMAKERS; RESEARCHERS; PRACTITIONERS; ADMINISTRATORS; TEACHERS; COUNSELORS; MEDIA STAFF; SUPPORT STAFF; STUDENTS; PARENTS; and COMMUNITY.

All the major vendors of online access to ERIC now permit retrieval via this new field; however, in order to give the new field a trial period in which to achieve consistency of application by document processors, the Target Audience field will not be printed in *RESOURCES IN EDUCATION* for several months.

\* \* \*

### **ERIC Increases Number of Practitioner-Oriented Documents in RIE**

Although RIE has always contained a significant number of documents intended for the school-based practitioner, some still consider RIE primarily a researcher's database. To dispel this myth, ERIC has funded a special project with the San Mateo (California) Educational Resources Center (SMERC) designed to identify and acquire new types of practitioner-oriented materials not heretofore emphasized by RIE: e.g., compilations of journal features or columns, book reviews, fact sheets, software evaluations, games, policy statements, executive summaries, etc.

Materials acquired under this project first began to appear in the December 1983 issue of *RESOURCES IN EDUCATION (RIE)*, and will continue to be announced through the July 1984 issue. When the new materials are under 500 words in length, their complete text is entered into the RIE database in the Abstract field, preceded by the words: "The following is the full text of this document: . . ."

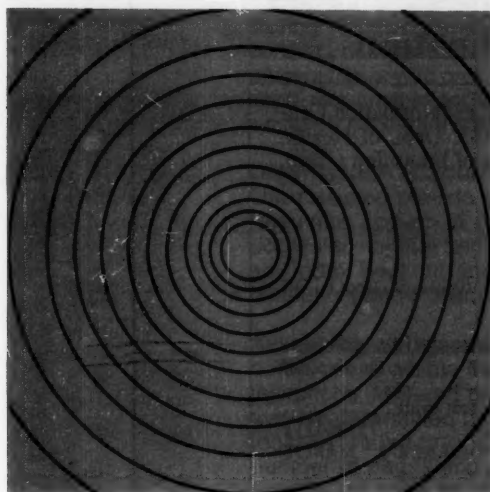
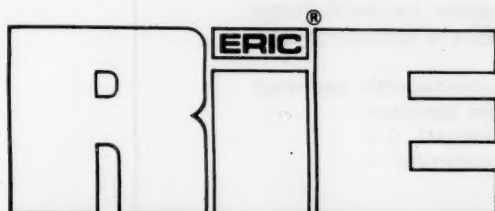
The new Target Audience data field noted above can be used to search RIE by computer for these practitioner-oriented documents.

# RESOURCES IN EDUCATION

ED 239 012-240 225

June 1984

Volume 19 • Number 6



*Resources in Education (RIE)* is processed for printing by ORI, Inc., under contract with the National Institute of Education, U.S. Department of Education, and published monthly by the U.S. Government Printing Office (GPO) with printing funds approved December 1980 by the Office of Management and Budget. Contents do not necessarily reflect official NIE policy.

Copies of *RIE* are available from the Superintendent of Documents, U.S. Government Printing Office (GPO), Washington, D.C. 20402. Inquiries regarding subscription prices (12 issues/year) and single issue prices should be directed to the Superintendent of Documents.

Two *Semiannual Indexes to RIE* (January-June and July-December) are also available from GPO. Contact the Superintendent of Documents for prices.

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## Selected Acronyms

CH	—	Clearinghouse
CIJE	—	<i>Current Index to Journals in Education</i>
Comp.	—	Compiler
DHEW	—	Department of Health, Education, and Welfare
Ed.	—	Editor
ED	—	Accession Number Prefix (ERIC Document)
	—	Department of Education
EDRS	—	ERIC Document Reproduction Service
ERIC	—	Educational Resources Information Center
GPO	—	Government Printing Office
MF	—	Microfiche
NIE	—	National Institute of Education
OE	—	Office of Education
PC	—	Paper Copy
RIE	—	<i>Resources in Education</i>
SN	—	Scope Note
UF	—	Used For

## Library of Congress Cataloging in Publication

**Resources in education / Educational Resources Information Center.** — Washington, D.C. : Dept. of Health, Education, and Welfare, National Institute of Education : Supt. of Docs., U.S. G.P.O., [distributor],

v. ; 28 cm.

Monthly.

Began with Vol. 10, no. 1 (Jan. 1975)

Cover title.

Vols. for Jan. 1975-Apr. 1980 were classed (Supt. of Docs.): HE 19.210:(v.nos.&nos.)

Description based on: Vol. 14, no. 1 (Jan. 1979)

Vols. for Jan. 1975-Apr. 1980 issued by Dept. of Health, Education, and Welfare, National Institute of Education; May 1980- by the Dept. of

(Continued on next card)

75-644211

AACR 2 MARC-S

76r8209r81jrev

### Resources in education . . . (Card 2)

Education, National Institute of Education.

Indexes:

Cumulative indexes published semiannually; 1980- index issued for Jan.-June. one semiannual

Continues: Research in education.

Supt. of Docs. no.: HE 19.210; ED 1.310:

GPO: Item 466-A

ISSN 0098-0897 = Resources in education.

1. Educational research—Bibliography. 2. Education—Bibliography. 1. United States. National Institute of Education. II. Educational Resources Information Center.

[DNLN: 1. Education—abstracts. 2. Education—indexes. 3. Research Support—directories. Z 581d R432]

Z5813.R4

016.370'78

75-644211

[LB1028]

AACR 2 MARC-S

Library of Congress

76r8209r81jrev

## Introduction

**RESOURCES IN EDUCATION (RIE)** —A monthly abstract journal announcing recent report literature related to the field of education, permitting the early identification and acquisition of reports of interest to the educational community.

**Sponsor: Educational Resources Information Center (ERIC)  
National Institute of Education (NIE)  
U.S. Department of Education  
Washington, D.C. 20208**

ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

**Organization of Journal:** *Resources in Education* is made up of resumes and indexes. The resumes provide descriptions of each document and abstracts of their content. Resumes appear in a "Document Section" and are numbered sequentially by an accession number beginning with the prefix ED (*ERIC Document*). The indexes appear in an "Index Section" and provide access to the Resumes by Subject, Personal Author, Institution, and Publication Type.

**Availability of Documents:** The documents cited in *Resources in Education*, except as noted, are available from the ERIC Document Reproduction Service (EDRS), in both microfiche (MF) and paper copy (PC), or microfiche only. Availability in microfiche only may be determined by the source, for proprietary or copyright reasons, or by ERIC for reasons related to legibility and reproducibility. The price per document is based on the number of pages and is subject to change over time. An ERIC Price Code Schedule permits the user to convert all price codes to actual dollar amounts. Current price information for documents, microfiche, and subscriptions to microfiche collections is to be found in the section entitled "How to Order ERIC Documents" in the most recent issue of RIE.

**How to Submit Documents to ERIC:** If you have documents that you would like to have considered for announcement in *Resources in Education* (RIE), you should send clean, legible copies (in duplicate, if possible) to the ERIC Processing and Reference Facility, 4833 Rugby Avenue, Bethesda, MD 20814. A reproduction release, giving ERIC permission to reproduce in paper copy and microfiche (or microfiche only), and signed by the author or official representative of the source institution, is requested for all documents selected for inclusion in RIE. Standard reproduction release forms may be obtained from the ERIC Facility (a sample appears at the back of this issue of RIE).

**How To Order RIE:** The U.S. Government Printing Office (GPO) prints *RIE* and functions as subscription agent. Detailed subscription information appears on the page in the back of *RIE* entitled "How to Order **RESOURCES IN EDUCATION**."



## Selected Abstracts

1. *Journal of the American Medical Association*, 1954, 157: 1000-1001.  
2. *Journal of the American Medical Association*, 1954, 157: 1001-1002.  
3. *Journal of the American Medical Association*, 1954, 157: 1002-1003.

## Abstracts

1. *Journal of the American Medical Association*, 1954, 157: 1000-1001.  
2. *Journal of the American Medical Association*, 1954, 157: 1001-1002.

3. *Journal of the American Medical Association*, 1954, 157: 1002-1003.  
4. *Journal of the American Medical Association*, 1954, 157: 1003-1004.

## Abstracts of the American Medical Association

1. *Journal of the American Medical Association*, 1954, 157: 1000-1001.

2. *Journal of the American Medical Association*, 1954, 157: 1001-1002.

3. *Journal of the American Medical Association*, 1954, 157: 1002-1003.

4. *Journal of the American Medical Association*, 1954, 157: 1003-1004.  
5. *Journal of the American Medical Association*, 1954, 157: 1004-1005.  
6. *Journal of the American Medical Association*, 1954, 157: 1005-1006.

7. *Journal of the American Medical Association*, 1954, 157: 1006-1007.  
8. *Journal of the American Medical Association*, 1954, 157: 1007-1008.  
9. *Journal of the American Medical Association*, 1954, 157: 1008-1009.

10. *Journal of the American Medical Association*, 1954, 157: 1009-1010.  
11. *Journal of the American Medical Association*, 1954, 157: 1010-1011.  
12. *Journal of the American Medical Association*, 1954, 157: 1011-1012.

13. *Journal of the American Medical Association*, 1954, 157: 1012-1013.  
14. *Journal of the American Medical Association*, 1954, 157: 1013-1014.  
15. *Journal of the American Medical Association*, 1954, 157: 1014-1015.

16. *Journal of the American Medical Association*, 1954, 157: 1015-1016.  
17. *Journal of the American Medical Association*, 1954, 157: 1016-1017.

# HIGHLIGHTS Of Special Interest

## ERIC Clearinghouse Publications

This page highlights publications announced in this issue of *Resources in Education* which were created by the ERIC clearinghouses and which have been selected as having special significance for educators. For each brief citation appearing here, there is a full abstract appearing under the same ED number in the pages of the issue.

In addition to collecting the literature of education for announcement in *Resources in Education* and *Current Index to Journals in Education*, the ERIC clearinghouses analyze and synthesize the literature in a number of different formats designed to compress the vast amount of information available and to meet the varying needs of ERIC users. These formats include research reviews, state-of-the-art studies, interpretive studies on topics of high current interest, research briefs, annotated bibliographies, and compilations. While some publications are comprehensive reviews designed for those who are interested in pursuing a subject in depth, others are brief analyses designed for the busy practitioner whose time for staying abreast of new developments in education is limited.

ERIC publications are published either by the ERIC clearinghouses responsible for producing them or through cooperative arrangements with other organizations. Copies are usually available directly from the responsible clearinghouse or from the source listed in the citation. In addition, the publications announced in *Resources in Education* are contained in all ERIC microfiche collections, and are available in paper copy and/or microfiche from the ERIC Document Reproduction Service (EDRS), P.O. Box 190, Arlington, Virginia 22210. Special collections of clearinghouse publications are also available on microfiche from EDRS, as follows:

1975-77	(574 documents).....	\$120.95	(includes postage)
1978	(211 documents).....	\$ 43.45	(includes postage)
1979	(159 documents).....	\$ 36.93	(includes postage)
1980	(176 documents).....	\$ 39.05	(includes postage)
1981	(173 documents).....	\$ 39.05	(includes postage)
1982	(181 documents).....	\$ 39.05	(includes postage)

### Citations (By Clearinghouse)

**ED 239 191** CG 017 397  
Doane, H. Mitzi

**Famine at the Feast: A Therapist's Guide to Working with the Eating Disordered.**

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.; 115p.

**EDRS Price - MF01/PC05 Plus Postage.**

Alternate Availability—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.

**ED 239 192** CG 017 398

Herr, Edwin L. Long, Thomas E.

**Counseling Youth for Employability: Unleashing the Potential.**

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.; 145p.

**EDRS Price - MF01/PC06 Plus Postage.**

Alternate Availability—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.

**ED 239 569** HE 016 993

Crosson, Patricia H.

**Public Service in Higher Education: Practices and Priorities. ASHE-ERIC Higher Education Research Report, 1983.**

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; 140p.

**EDRS Price - MF01/PC06 Plus Postage.**

Alternate Availability—Publications Department, Association for the Study of Higher Education One Dupont Circle, Suite 630, Washington, DC 20036 (\$6.50, nonmembers; \$5.00, members).

**ED 239 605** IR 010 968

Levine, Janice Resnick

**Microcomputers in Elementary and Secondary Education: A Guide to the Resources.**

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.; 70p.

**EDRS Price - MF01/PC03 Plus Postage.**

Alternate Availability—Information Resources Publications, 030 Huntington Hall, Syracuse University, Syracuse, New York 13210 (IR-65; \$3.75 plus \$1.50 shipping and handling).

**ED 240 010** SO 015 355

Singleton, Laurel R., Ed.

**Data Book of Social Studies Materials and Resources. Volume 9.**

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.; 212p.

**EDRS Price - MF01/PC09 Plus Postage.**

Alternate Availability—Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302 (\$10.00).

**ED 240 224**

Boyer, James

**Multicultural Education: From Product to Process.** ERIC Clearinghouse on Urban Education, New York, N.Y.; 80p.

**EDRS Price - MF01/PC04 Plus Postage.**

UD 023 459



# Document Review SAMPLE RESULTS

## DOCUMENT SECTION



# SAMPLE RESUME

**ERIC Accession Number**—identification number sequentially assigned to documents as they are processed.

**Clearinghouse Accession Number.**

**Author(s).**

**Sponsoring Agency**—agency responsible for initiating, funding, and managing the research project.

**Title.**

**Organization where document originated.**

**Report Number**—assigned by originator.

**Date Published.**

**Descriptive Note** (pagination first).

**Contract or Grant Number.**

**Alternate source for obtaining document.**

**Descriptors**—subject terms found in the *Thesaurus of ERIC Descriptors* that characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

**Language of Document**—documents written entirely in English are not designated, although "English" is carried in their computerized records.

**Publication Type**—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

**Identifiers**—additional identifying terms not found in the *Thesaurus*. Only the major terms, preceded by an asterisk, are printed in the subject index.

**ERIC Document Reproduction Service (EDRS) Availability**—"MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS," alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents," in the most recent issue of RIE.

**Informative Abstract.**

**Abstractor's Initials.**

ED 654 321

CE 123 456

Smith, John D. Johnson, Jane

Career Planning for Women.

Central Univ., Chicago, IL.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No. — CU-2081-S

Pub Date — May 83

Contract— NIE-C-83-0001

Note — 129p.; Paper presented at the National Conference on Career Education (3rd, Chicago, IL, May 15-17, 1983).

Available from—Campus Bookstore, 123 College Ave., Chicago, IL 60690 (\$3.25).

Language—English, French

Pub Type— Speeches/Meeting Papers (150)

EDRS Price—MF01/PC06 Plus Postage.

Descriptors — Career Guidance,\*Career Planning, Careers, \*Demand Occupations, \*Employed Women, \*Employment Opportunities, Females, Labor Force, Labor Market, \*Labor Needs, Occupational Aspiration, Occupations

Identifiers — Consortium of States, \*National Occupational Competency Testing Institute

Women's opportunities for employment will be directly related to their level of skill and experience and also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1980 and 1990, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance that are available to them. (SB)

## Document Resumes

The document resumes in this section are arranged in numerical order by ED number, and also alphanumerically by Clearinghouse prefix and Clearinghouse accession number.

As explained in the Introduction, each Clearinghouse focuses on a specific aspect of education. The reader who is interested in one of these major aspects (e.g., Reading) may, however, find pertinent resumes among the entries of virtually any Clearinghouse, dependent on the orientation of the document. For this reason, it is important to consult the Subject Index if a comprehensive search is desired.

The following is a list of Clearinghouse prefixes and names used in this Section, together with the page on which each Clearinghouse's entries begin:

	Page		Page
AA—ERIC Processing and Reference Facility .....	1	JC—Junior Colleges .....	103
CE—Adult, Career, and Vocational Education .....	1	PS—Elementary and Early Childhood Education .....	111
CG—Counseling and Personnel Services .....	20	RC—Rural Education and Small Schools .....	121
CS—Reading and Communication Skills .....	31	SE—Science, Mathematics, and Environmental Education .....	130
EA—Educational Management .....	51	SO—Social Studies/Social Science Education .....	145
EC—Handicapped and Gifted Children .....	65	SP—Teacher Education .....	162
FL—Languages and Linguistics .....	73	TM—Tests, Measurement, and Evaluation .....	174
HE—Higher Education .....	79	UD—Urban Education .....	180
IR—Information Resources .....	89		

### AA

**ED 239 012** AA 001 122  
Resources in Education (RIE), Volume 19, Number 6.

Educational Resources Information Center (ED/NIE), Washington, DC; ORI, Inc., Bethesda, Md. Information Systems Div.  
Spons Agency—National Inst. of Education (ED), Washington, DC.  
Pub Date—Jun 84  
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, \$95.00 (Domestic), \$118.75 (Foreign).

Pub Type—Reference Materials - Bibliographies (131) - - Collected Works - Serials (022)  
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Abstracts, Catalogs, Education, \*Educational Resources, \*Indexes, Resource Materials

Identifiers—\*Resources in Education  
Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (LRS/WTB)

### CE

**ED 239 013** CE 032 552  
Pola, Yvonne. Ihlenfeld, Gayle.  
Women Reaching Women. Volunteer Coordinators' Training Program.  
Wisconsin Association on Alcohol and Other Drug Abuse, Madison.  
Spons Agency—National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.  
Pub Date—Aug 80

Grant—5HAA03703-03

Note—72p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adults, Advocacy, Alcohol Education, \*Alcoholism, Drinking, \*Drug Abuse, \*Females, Leaders Guides, Leadership Training, Lobbying, Newspapers, News Writing, Personnel Selection, \*Program Development, Program Implementation, Public Relations, Radio, Recruitment, Television, Voluntary Agencies, Volunteers, \*Volunteer Training, Womens Education, Workshops

Identifiers—\*Women Reaching Women WI

Based on the experiences of the Women Reaching Women chapters in Wisconsin, this manual provides information on beginning and implementing a volunteer program to train women to help female drug and alcohol abusers. The materials are designed for volunteer coordinators who may be paid or unpaid persons. The manual, containing four sections, is arranged in the order that Women Reaching Women coordinators would follow in starting a chapter. The first section covers the whole field of using volunteers, including how to motivate and recruit volunteers, job descriptions for volunteers, screening, sample training sessions, public speaking tips, volunteer contracts, registration forms and interviewing forms, guidelines for group facilitators, and evaluation of the volunteer group. The second section suggests methods for using the media to recruit volunteers and to build a positive image. It contains guidelines for conducting a media campaign, obtaining newspaper space and radio time, writing public service announcements, and building a successful working relationship with the media. Sample materials are included. In the third section, citizen advocacy is discussed. This section explains why and how citizen volunteers should lobby for their cause to both private businesses and government agencies. The final section of the guide contains a list of resources to use in Wisconsin for help in starting a volunteer project. (KC)

**ED 239 014** CE 032 577

Organization and Scope of Research in Education for the Health Professions. Report on a Consultative Group (Prague, Czechoslovakia, September 28 - October 1, 1981).

World Health Organization, Copenhagen (Denmark). Regional Office for Europe.  
Pub Date—82

Note—17p.

Pub Type—Collected Works - Proceedings (021) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Allied Health Occupations Education, Definitions, Educational Needs, Educa-

tional Planning, \*Educational Research, Government Role, \*Labor Force Development, Labor Market, Labor Needs, Labor Utilization, Needs Assessment, Research Design, \*Research Methodology, \*Research Needs, \*Research Problems, Research Projects, Research Utilization, State of the Art Reviews

A meeting of the World Health Organization Regional Office for Europe was convened to examine the organization and scope of research in education for health manpower development (HMD). As a prerequisite for the formulation of recommendations, the participants considered the following points: the need for developmental research, the definition of research, areas requiring research, constraints on research, and current research activities in Europe in the area of HMD. Three working papers addressing these issues were presented. Based on these working papers and the deliberations of the participants at the meeting, recommendations were made calling for policies that stress the necessity for research in the education of health professionals in terms of changing health needs; for providing information on the current status and knowledge of HMD research in terms of its purpose, methods, personnel, financing, organization, and outcome; and for proposing alternative strategies and courses of action. In addition, the participants suggested that the regional office institute a research working party to oversee the development of research in the education of health professionals, ensure its priority, and develop the necessary theoretical framework for it. A series of recommendations to member states concerning their role in the facilitation of such research was also made. (MN)

**ED 239 015** CE 032 773

Lloyd, Gary Murdock.

An Assessment of Cooperative Vocational Education Programs Since the Education Amendments of 1976.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date—81

Note—235p.

Available from—Utah State Office of Education, 250 East 500 South, Salt Lake City, UT 84111 (\$5.00; quantity price, \$3.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—\*Cooperative Programs, Coordination, Educational Cooperation, Educational Needs, \*Educational Practices, National Surveys, Needs Assessment, Noninstructional Responsibility, \*Program Administration, \*Program Effectiveness, \*Program Implementation, Program Improvement, Questionnaires, Secondary Education, Teacher Effectiveness, Teacher Responsibility, Teacher Role, \*Vocational Education

### Identifiers—\*Vocational Education Amendments 1976

A study assessed cooperative vocational education programs since enactment of the Vocational Education Amendments of 1976. During the study, questionnaires were administered to training sponsors, teacher-coordinators, and students from 80 high schools in Arizona, Minnesota, Ohio, Oklahoma, and Virginia. All vocational program areas were included in the study with a mixture of participants from small, medium, and large high schools. Based on the study findings, the researchers recommended that teacher-coordinators be hired on not less than 10-month contracts and that they devote at least 65 percent of their contract day to coordination responsibilities with the balance of time spent maintaining contact with the classroom setting. They further suggested that the related class be given a time allocation of not less than five hours per week for the expressed purpose of providing the bridge needed by students between vocational classroom training and the world of work. Because of the importance of working with special populations, the researchers also recommended that teacher-coordinators be given inservice training on how to work with handicapped or disadvantaged students in cooperative programs. Finally, they encouraged administrators supervising cooperative programs to develop guidelines to provide opportunities for students who are potential dropouts and in high unemployment areas. (Copies of the three survey questionnaires are appended.) (MN)

ED 239 016 CE 034 855

Nathan, Richard P. And Others  
Public Service Employment: A Field Evaluation.  
Brookings Institution, Washington, D.C.  
Spons Agency—National Commission for Employment Policy (DOL), Washington, D.C.  
Report No.—ISBN-0-8157-9987-8  
Pub Date—81  
Note—134p.

Available from—The Brookings Institution, 1775 Massachusetts Avenue, NW, Washington, DC 20036 (\$6.95).

Pub Type—Reports - Evaluative (142) - Books (010)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Disadvantaged, Employment Patterns, \*Employment Programs, Field Studies, \*Job Development, Job Placement, \*Local Government, \*Nonprofit Organizations, \*Program Effectiveness, Public Policy, \*Unemployment Identifiers—Comprehensive Employment and Training Act, Public Service, \*Public Service Employment Program

A field study examined the Public Service Employment (PSE) Program's intergovernmental effects. Addressed during the study were such questions as whether the program creates jobs in local government, whether local governments give preference to disadvantaged persons, and what kinds of services are provided. To collect these data, a network of field researchers each devoted an average of 30 to 60 days observing the effects of PSE in a representative sample of jurisdictions that accounts for approximately 10 percent of PSE enrollees. Contrary to what others have said, designers of this study found that the PSE program has not resulted in the displacement of many local jobs by federally supported jobs. In addition, 86 PSE dollars out of 100 are stimulating the economy directly by providing salaries. While PSE was originally initiated to combat countercyclical unemployment, research indicates that in many jurisdictions the program also shows considerable potential for alleviating structural unemployment. Furthermore, PSE workers are providing many primary services that are important to local communities. Examination of PSE in the nonprofit sector suggests that while these organizations have a great potential for creating jobs, they do not achieve the targeting objectives of PSE as well as do local governments. (MN)

ED 239 017 CE 035 469

Wenig, Robert E. Ed. Matthews, John L. Ed.  
The Dynamics of Creative Leadership for Industrial Arts Education. 32nd Yearbook.  
American Council on Industrial Arts Teacher Education, Washington, D.C.

Pub Date—83  
Note—297p.  
Available from—McKnight Publishing Company, Bloomington, IL 61701.

Pub Type—Collected Works - Serials (022) -

### Opinion Papers (120) - Reports - Research (143) EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Educational Finance, Educational Needs, Educational Objectives, Financial Support, Group Dynamics, Guidelines, \*Industrial Arts, Interpersonal Competence, \*Leadership, \*Leadership Qualities, Leadership Styles, Leadership Training, Postsecondary Education, Secondary Education, Supervision, Supervisory Methods, \*Teacher Improvement, Teacher Responsibility, Teacher Role, Teaching Methods, Time Management, \*Trade and Industrial Education, \*Vocational Education Teachers, Yearbooks Identifiers—Stress Management

This yearbook deals with the dynamics of creative individual and collective leadership and the ways in which industrial arts educators can apply them to improve their professional services. The first two papers examine the ideals of leadership as well as the individual's function and the history and development of leadership. Examined next are the dynamics of creative leaders in gaining and retaining followers. The third group of papers deals with the dimensions, relation, and development of creative leaders. Various aspects of the application of creative leadership to selected professional activities are discussed, including achieving goals through group action, departmental leadership through the dynamics of personal actions, a university perspective on achieving appropriate faculty personnel actions, gaining and maintaining professionalism, acquiring financial support and providing equitable distribution, time management, and coping with the stress of leadership. Concluding the volume are a guide to the implementation of creative leadership techniques and strategies for leadership enhancement. (MN)

ED 239 018 CE 035 879

Bottom Line Benefits: Increasing Profits through Targeted Tax and Job Training Incentives. A Handbook for Business.

National Alliance of Business, Inc., Washington, D.C.

Pub Date—Jun 83  
Note—67p.; Prepared in cooperation with the Laventhol and Horwath/CONSULT, Ltd. Joint Venture in Human Resources Management and Development.

Available from—National Alliance of Business-Clearinghouse, P.O. Box 7207, Washington, DC 20044 (\$7.95; 10 or more—\$7.20 each).

Pub Type—Guides - Non-Classroom (055)  
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, Adults, \*Business, Career Education, Cooperative Programs, \*Federal Legislation, Federal Programs, \*Incentives, Job Development, \*Job Training, \*Tax Credits Identifiers—Government Business Relationship, \*Job Training Partnership Act 1982, \*Targeted Jobs Tax Credit

This handbook for businesses explains the benefits and incentives provided by the Targeted Jobs Tax Credit (JTTC) and the Job Training Partnership Act (JTPA) and shows how businesses can take advantage of them. An introduction summarizes the two pieces of legislation. Section 1 furnishes the specifics on the JTTC and explains how businesses can put it to work. The tax savings are detailed; the nine target groups are defined; appropriate regulations are explained. The process and paperwork are briefly addressed. Section 2 explains how JTPA works on the local level. Participant eligibility and delivery structure are considered. Sections 3 and 4 describe JTPA-sponsored activities that can benefit a business. On-the-job-training (OJT) is discussed in terms of setting up the program, recruiting and screening candidates, developing a training plan, and completing the OJT contract. Two major types of programs and services that might be provided in the community are described: tailored programs (customized training, upgrading, on-site industry specific training, retraining) and general services (screening, preemployment training, classroom skills training). Appendixes include JTTC and OJT reference materials (sample forms) and a glossary. (YLB)

ED 239 019 CE 035 880

101 Ideas for Summer Youth Jobs. Tips on Organizing and Running a Summer Youth Jobs Program.

National Alliance of Business, Inc., Washington, D.C.  
Pub Date—Feb 83

Note—30p.; For a related document, see CE 035 881.

Available from—National Alliance of Business-Clearinghouse, P.O. Box 7207, Washington, DC 20044 (\$10.50; 6-12—\$9.50 each; 13 or more—\$8.50 each).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Agency Cooperation, Business, Career Education, Community Programs, \*Cooperative Programs, \*Employment Programs, Job Development, Job Placement, Part Time Employment, Program Administration, Program Development, \*Program Implementation, \*Seasonal Employment, Secondary Education, Student Employment, \*Youth Employment, \*Youth Programs

This book offers interested organizations suggestions, tips, and ideas to stimulate thinking for developing summer jobs programs in the community. It is a collection of workable summer youth jobs programs that are drawn from the over 100 locations in which National Alliance of Business (NAB) regional services offices provided technical assistance and materials in 1982. Sections offer information on organizations or combinations of organizations that can take the lead in developing programs, suggestions for getting started, examples for setting goals, hints on securing resources, information on sources and their potential contributions, examples of uses of loaned staff and volunteers, and ways to administer a successful summer youth jobs program. Examples are provided of innovative ways programs have improved eight program operations: publicity/public relations, participant recruitment, job development, job placement/marketing, youth orientation, follow-up, employer orientation, and evaluation. Other sections describe special state- and city-wide efforts, how six corporations created hundreds of summer youth jobs, summer vocational exploration programs, summer on-the-job training, and 12 specific summer youth jobs opportunities. Addresses of NAB regional service offices are appended. (YLB)

ED 239 020 CE 035 881

Summer-Jobs-for-Youth Program Guide. How to Develop and Manage a Summer Youth Jobs Program. A Technical Assistance Guide.

National Alliance of Business, Inc., Washington, D.C.

Pub Date—Feb 83  
Note—75p.; For a related document, see CE 035 880.

Available from—National Alliance of Business-Clearinghouse, P.O. Box 7207, Washington, DC 20044 (\$8.75; 6-12—\$7.75 each; 13 or more—\$6.75 each).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Agency Cooperation, Business, Career Education, Community Programs, Cooperative Programs, \*Employment Programs, Job Development, Job Placement, Part Time Employment, Program Administration, \*Program Development, \*Program Implementation, \*Seasonal Employment, Secondary Education, Student Employment, \*Youth Employment, \*Youth Programs

This guide offers a practical approach for operating summer youth employment programs that involves cooperation among private businesses and local organizations. A timetable provides a month-by-month schedule. Seven sections discuss management responsibilities. Program Planning covers scope, goals, and coordination. Program Management addresses development of an operational structure, program staffing, and information management. Program Resources discusses the vital role of volunteer staff and suggests ways to augment limited resources. Public Relations outlines publicity and marketing techniques, stresses the importance of public relations, and tells how to earn a positive public image. Recruitment addresses the importance of selling program services to youth participants, employers, cooperating organizations, and the media. Follow-up discusses the importance and usefulness of maintaining contact with all participants throughout the employment period. Program Evaluation links aspects of the program for ongoing and final evaluations. Some sections provide examples of forms or materials and each section concludes with illustrations that indicate pitfalls and problems when essential ingredients are not part of the program and describes ways private



industry councils and other program operators have addressed the activity. Appendixes provide case studies of six 1982 summer youth jobs programs. Each contains a program description, goals and results, program features, and public/private sector involvement. (YLB)

# ED 239 021 CE 035 883

**Job Creation through Economic Development: The Role of Private Industry Councils. Private Industry Council Guide Number 2.**

National Alliance of Business, Inc., Washington, D.C.

Pub Date—Jan 82

Note—123p.

Available from—National Alliance of Business—Clearinghouse, P.O. Box 7207, Washington, DC 20044 (\$5.00; 25 or more—\$4.50 each).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, Bibliographies, Career Education, Case Studies, \*Cooperative Programs, \*Coordination, Economically Disadvantaged, \*Economic Development, \*Employment Programs, Federal Programs, \*Job Development, \*Job Training, Models, Program Development, Self Evaluation (Groups), Vocational Education

Identifiers—Linkage, \*Private Industry Councils

Designed specifically for private industry councils (PICs), this guide introduces the subject of economic development and job creation and highlights the impact PICs can make through carefully chosen involvement in local economic development efforts. Chapter 1 provides an introduction to economic development: What it is; how it is related to employment and training; what key elements are involved in the process. Chapter 2 develops ideas on the PIC's role in economic development. It sets forth four basic strategies for linking employment and training programs with development projects and, for each strategy, lists practical suggestions for what a PIC can do. Chapter 3 contains resource materials for use by PICs in day-to-day coordination with economic development programs. It includes an eight-step guide to linkage planning; an options chart that is a graphic summary of the ideas and strategies discussed in chapter 2; 10 case study models of successful linkage experiences; a PIC self-assessment worksheet, a tool designed to help local PICs choose between linkage options; a PIC economic development linkage worksheet; an annotated listing of sources (organizations) of technical assistance; a list of federal economic development programs; and a bibliography. (YLB)

# ED 239 022 CE 035 884

**Private Industry Council Roles and Options: Making the Job Training Partnership Work.**

National Alliance of Business, Inc., Washington, D.C.

Pub Date—Dec 82

Note—41p.

Available from—National Alliance of Business—Clearinghouse, P.O. Box 7207, Washington, DC 20044 (\$8.00; 25 or more—\$7.20 each).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adults, Agency Cooperation, \*Agency Role, Disadvantaged, \*Employment Programs, Federal Aid, Federal Programs, Government Role, Grants, Grantsmanship, Guidelines, Institutional Cooperation, Linking Agents, \*Program Development, \*Program Implementation, Proposal Writing, State Aid

Identifiers—\*Job Training Partnership Act 1982, National Alliance of Business, \*Private Industry Councils

This handbook provides basic information on the roles, organizational issues, and program activities that will influence the effectiveness of private industry councils (PICs) set up under the Job Training Partnership Act (JTPA) of 1982. Intended to guide PICs on the issues involved, it should be useful to members and staff of existing PICs and others involved in the transition from Comprehensive Employment and Training Act (CETA) programs to JTPA programs. The guide addresses primarily immediate transitional issues faced by local practitioners, such as new federal and state roles; PIC/local government partnership arrangements; organization of new PICs; new roles for PICs; new linkages between PICs and the employment service, economic development agencies, educational agencies,

youth agencies, and others; and initiation of programs. The handbook is organized into two parts. The first provides background information needed for local decision making in the new JTPA system, while the second part gives practical tips on setting up the new PICs, including forming the new PIC, the role of the new PIC, planning, becoming a grant recipient or program administrator, operating programs or subcontracting, developing relations with the employment service and the Work Incentive Program, and creating linkages with other agencies. Appendixes to the document contain a transition timetable and a digest of services provided by the National Alliance of Business. (KC)

# ED 239 023 CE 035 885

**The Whole PIC Catalog: Organization, Planning and Service Delivery Options under JTPA.**

National Alliance of Business, Inc., Washington, D.C.

Pub Date—Apr 83

Note—57p.

Available from—National Alliance of Business—Clearinghouse, P.O. Box 7207, Washington, DC 20044 (\$7.95; 10 or more—\$7.20 each).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adults, Agency Cooperation, \*Delivery Systems, Disadvantaged, \*Employment Programs, Federal Legislation, Federal Programs, Government Role, Guidelines, Institutional Cooperation, Job Development, \*Job Training, \*Models, Planning, Program Development, Program Evaluation, Program Implementation

Identifiers—\*Job Training Partnership Act 1982, National Alliance of Business, \*Private Industry Councils

This handbook illustrates and discusses organizational options for the delivery of employment and training services within service delivery areas (SDAs) mandated by the Job Training Partnership Act (JTPA) of 1982. Addressed primarily to members of private industry councils (PICs), representatives of local governments, and employment and training professionals, the publication includes general information about options for the employment and training administrative option as well as five specific models. Also included is a section describing the basic activities and programs that are allowed under JTPA. The nine sections of the guide cover the following topics: the PIC and the SDA, the agreement between the PIC and the local government, five delivery system models, the job training plan, performance standards, program operations and services, oversight, liability and a short recapitulation of the preceding topics. Appendixes to the document include a list of sample PIC funding priorities for training programs and a list of the National Alliance of Business regional service offices. (KC)

# ED 239 024 CE 035 886

**Explanation and Analysis of the Job Training Partnership Act of 1982.**

National Alliance of Business, Inc., Washington, D.C.

Pub Date—Nov 82

Note—61p.

Available from—National Alliance of Business—Clearinghouse, P.O. Box 7207, Washington, DC 20044 (\$5.00; 25 or more—\$4.50 each).

Pub Type—Reports - General (140)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adults, Agency Cooperation, Agency Role, Business Responsibility, \*Disadvantaged, \*Employment Programs, Evaluation Methods, \*Federal Legislation, Federal Programs, Federal Regulation, \*Government Role, Guidelines, Institutional Cooperation, Job Development, \*Job Training, \*Program Development, Program Implementation, State Programs

Identifiers—\*Job Training Partnership Act 1982, National Alliance of Business, \*Private Sector

The Job Training Partnership Act of 1982 continues a long-standing federal commitment to help disadvantaged persons prepare to obtain employment. The legislation works primarily through a locally based program delivery system to provide remedial education, training, and employment assistance to low-income and long-term unemployed youth and adults. A key feature of the JTPA is promoting equal roles for both the public and the private sectors in all aspects of programs set up under the act. Another is making both sectors partners in deter-

mining how funds are administered and programs managed at the local level. This publication provides an overview of the JTPA legislation and an explanation of how it is to be implemented. The first part of the guide is an overview of the legislation, including an outline of major legislative elements and the transition provisions for changing from the Comprehensive Employment and Training Act (CETA) structure to the JTPA structure. The remainder of the paper outlines key features of the new legislation in detail. Eight sections include establishing (1) the state and local delivery system; (2) local public/private partnership and process; (3) authorized activities and use of funds; (4) performance standards, incentives, and sanctions; (5) auditing, monitoring, and reporting techniques; (6) employment service provisions; (7) state activities and programs; and (8) federally administered programs. (KC)

# ED 239 025 CE 035 887

**Guide to the Job Training Partnership Act. Cumulative Analyses of the Law and Subsequent Policy Issuances. Installment #1.**

National Alliance of Business, Inc., Washington, D.C.

Pub Date—Nov 82

Note—279p.

Available from—National Alliance of Business—Clearinghouse, P.O. Box 7207, Washington, DC 20044 (\$20.00; 25 or more—\$18.00 each).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adolescents, Adults, Business Responsibility, Disabilities, Education Work Relationship, \*Employment Programs, \*Federal Legislation, \*Federal Programs, \*Federal Regulation, Governmental Structure, Government Role, Guidelines, Job Development, \*Job Training, Minority Groups, Program Development, \*Program Evaluation, Program Implementation, State Federal Aid, State Programs, Statewide Planning

Identifiers—\*Job Training Partnership Act 1982, National Alliance of Business, \*Private Sector

This guide is the first in a series of interpretive explanations of the Job Training Partnership Act (JTPA). It is designed to provide practitioners and business leaders involved in state and local employment and training programs with an understanding of how to implement the public-private partnership of JTPA. This first edition does the following: (1) explains the basic authorities and provisions of the JTPA; (2) outlines the timetable and process for implementing JTPA; and (3) identifies federal regulatory issues that will be addressed by the Department of Labor in developing regulations for JTPA. The guide is organized into five major sections. The first section contains an analysis of JTPA, including the provisions for state and local delivery systems, the public/private partnership, authorized activities and use of funds, auditing and reporting, employment service activities, and state and federal activities and programs authorized by the law. In the second section, the transition to the new system created by JTPA is explained, providing timetables and charts for the start-up period. The third section explores Department of Labor implementation plans and policy guidance and includes an implementation schedule. The fourth section raises key regulatory issues related to the implementation of JTPA. The final section of the document contains the complete text of JTPA. (KC)

# ED 239 026 CE 036 062

*Angels, Jane, Ed.*

**Educational Resource Sharing. Conference Report.**

Southern Illinois Univ., Carbondale.

Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—Jun 83

Note—59p; Proceedings of the Annual Articulation Conference (3rd, Springfield, IL, April 12, 1983). Produced by the School of Technical Careers and the School of Medicine.

Pub Type—Collected Works - Proceedings (021)—Opinion Papers (120)—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—College School Cooperation, Community Colleges, Consortia, Cooperative Planning, Cooperative Programs, Coordination, \*Educational Cooperation, Educational Policy, \*Educational Resources, Higher Education, Institutional Cooperation, \*Intercollegiate Coopera-



tion, Postsecondary Education, Program Development, Program Implementation, Regional Cooperation, Regional Programs, Resource Allocation, School Districts, Shared Facilities, Shared Services, State Programs  
 Identifiers—Illinois, Millikin University IL,  
 \*Shared Resources

These proceedings consist of papers presented at a conference devoted to educational resource sharing. Included in the volume are the following papers: "Educational Resource Sharing: The Challenge for Illinois" by Lewis D. Patterson; "Resource Sharing: The Test Is Yet to Come," by John W. Huther; "A Response to the Keynote," by Dennis Howland; "Educational Resource Sharing in a Community College," by Paul Heath; "Educational Resource Sharing in a Multi-county Educational Region," by Jerry Johnson; "A Graduate Consortium at Millikin University," remarks by Bill Lewis, reported by Susan Boor; "Structures and Policies to Achieve Resource Sharing," by Eileen Trout; and "Action to Achieve Cooperation," by Rosemary Sung. Concluding the volume is a brief bibliography. (MN)

ED 239 027

CE 036 149

Fincher, Cameron

Adult Learners and the SAT in the University System of Georgia.

Georgia Univ., Athens. Inst. of Higher Education. Spons Agency—College Entrance Examination Board, New York, N.Y.

Pub Date—83

Note—71p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, \*Adult Students, Aptitude Tests, \*College Entrance Examinations, \*College Programs, Comparative Analysis, \*Grade Prediction, Higher Education, Performance Factors, Prediction, Predictive Measurement, \*Predictive Validity, Predictor Variables, State Programs, State Surveys, Student Characteristics, Student Educational Objectives, Student Participation, Tables (Data), Testing, Test Validity

Identifiers—\*Georgia, \*Scholastic Aptitude Test  
 A study examined the predictive efficiency of the Scholastic Aptitude Test (SAT) for adult learners in the University System of Georgia (USGA). Also investigated during the study were the effects of variables such as age, sex, and race on the performance of adult learners on the SAT and in college and the relative academic performance of adult learners and traditional college-aged students. Based on an analysis of data collected from various subpopulations of the total population of 1,694 adults who were identified as adult learners enrolled in the USGA, the researchers concluded that while the verbal and math SAT scores of adult learners correlated significantly with their grades, the coefficients of these correlations did not match what is customarily found in traditional college-aged populations. The usefulness of the SAT in predicting adult learning lies, as it usually does, in the incremental effectiveness of verbal and math scores when they are used in conjunction with high school grades. These conclusions led the researchers to caution admission directors, registrars, and testers who combine verbal and math SAT scores for a total SAT score that they are destroying valuable information about the learning competencies of learners. (MN)

ED 239 028

CE 036 724

Skruber, Richard

Designing Learning Environments for the Enhancement of Self-Directed Learning: A Personal Approach to Integrating Theory and Practice.

Pub Date—Nov 82

Note—19p. Paper presented at the National Adult Education Conference (San Antonio, TX, November 1982).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, \*Adult Learning, Adult Students, Behavioral Objectives, Cognitive Style, \*Educational Environment, Evaluation Methods, Higher Education, \*Independent Study, Learning Activities, Learning Experience, Learning Motivation, \*Learning Processes, Self Evaluation (Individuals), \*Student Evaluation, \*Teacher Role, Teaching Methods  
 Self-directed learning is more appropriate than

teacher-directed learning for adult students in colleges and universities. In a self-directed learning environment, students collaborate with the teacher in determining the skills to be learned in the course and form teams needed to carry out work to learn the skills. One learner-oriented model is based on the concept of shared responsibility and can be adapted to a variety of coursework. This model is based on the transfer of authority from teacher to student for sanctioning or authorizing students to certify each other in acquiring skills. This process, called "self-certification," is based on the perspectives of Moore and Anderson and features the following: (1) student participation in the determination of competencies appropriate to the particular course content; (2) students setting evaluation standards and criteria for the authoritative assessment of performance; (3) students becoming certified to perform as experts according to their own specified criteria; and (4) students certifying other students in performing the skill. Following these principles should lead to an environment that is more conducive to adult learning. However, if the teaching is to become learner-centered, the teacher must reevaluate his/her role and change it to meet these conditions. The teacher must become a facilitator instead of an authority figure so that people can learn in a self-directed environment that is compatible with mature adults. (KC)

ED 239 029

CE 037 137

Continuing Education Needs and Interests of Kansas Adults: A Statewide Survey, Winter 1979/80.

Central Research Corp., Topeka, Kans. Spons Agency—Kansas State Board of Regents, Topeka, Washburn Univ. of Topeka, Kans.

Pub Date—80

Note—132p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Access to Education, \*Adult Education, Adults, \*Adult Students, \*Continuing Education, \*Educational Attitudes, Educational Experience, \*Educational Needs, Educational Opportunities, Postsecondary Education, Questionnaires, Rural Areas, State Surveys, \*Student Educational Objectives, Student Motivation, Urban Areas

Identifiers—\*Kansas

A study examined the continuing education needs and interests of Kansas adults. Using a stratified and systematic questionnaire, researchers interviewed 998 Kansas adults. Based on data obtained from the respondents, the researchers concluded that 46 percent of adults in Kansas feel that they will probably become involved in adult education within the next 3 years, while only about 25 percent have done so in the past 3 years. Continuing education administrators should note that 44 percent of the adults who have been enrolled in continuing education and 30 percent of all adults cite work-related considerations as their motivating factor. Also significant is the fact that fewer than half of the respondents felt that receiving college credit would be important. The frequently mentioned barriers to participation in adult education courses, lack of free time and cost, present a persistent dilemma to continuing education administrators. Based on the numerous concerns of respondents in relation to such pre-enrollment concerns as the range of opportunities available and personal aptitudes and suitability to courses, it would seem that more counseling and advisory services are needed. (A detailed breakdown of the results of the survey and the project-developed questionnaire are appended to this report.) (MN)

ED 239 030

CE 037 186

Rose, Clare Graesser, Cheryl C.

Adult Participation in Lifelong Learning Activities in California.

Evaluation and Training Inst., Los Angeles, Calif. Spons Agency—California State Postsecondary Education Commission, Sacramento.

Pub Date—Oct 81

Note—77p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Adult Education, \*Adult Students, Educational Attainment, Educational Needs, Financial Support, Income, Individual Characteristics, \*Lifelong Learning, \*Participant Satisfaction, \*Participation, State Programs, State Surveys, \*Student Characteristics, Student Educational Objectives

Identifiers—California, \*Participation Rates

A study examined adult participation in lifelong learning activities in California. During the project, 354 telephone interviews were conducted with adults in nine cities in California. About 42 percent of those interviewed had participated in at least one course, class, or other organized learning activity during the previous year. As compared to nonparticipants, the average participant in adult learning activities was more likely to be under 55 years of age, live in a suburban city, have higher levels of education and income, and be employed full-time in a professional job. With respect to learning activities in the previous year, the average number of courses taken was three; about a fifth of these were business courses, and over three-fourths of them were taken on a part-time basis. While over half of the courses were taken for credit and for job improvement or self-development, employers only paid for about 20 percent of them. Over half of those interviewed planned to participate in some learning activities in the coming year. Mentioned as the major barriers to lack of participation were lack of time and cost. The most desired supportive services were job placement, counseling, and financial aid. (MN)

ED 239 031

CE 037 202

Pacheco, Anne-Louise

Northern Nevada ESL Teacher Training Project Handbook. An Evaluation of the Laubach Streamlined Series and the Clovis Life Skills Modules.

Truckee Meadows Community Coll., Sparks, Nev. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—[80]

Note—66p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Basic Education, Adult Literacy, Adult Programs, \*English (Second Language), Inservice Teacher Education, Instructional Materials, Literacy Education, Material Development, \*Reading Instruction, \*Reading Materials, \*Second Language Instruction, Vocabulary, Workshops

Identifiers—\*Clovis Life Skills Materials, \*Laubach Streamlined Series, Truckee Meadows Community College NV

A teacher-training project was conducted in Northern Nevada to identify the needs of recent immigrants, to create materials that will meet those needs while keeping on a basic, survival level of English proficiency, and to develop techniques to retain the individuals in class once they have been attracted into the educational program. The project began in October 1979 and progressed through a series of seven workshops, culminating in the publication of this handbook that summarizes the ideas and suggestions of the workshops and provides a guideline for using Laubach and Clovis' materials for teaching adults to read. In the third section of this handbook, the first three books of the five-book Laubach Streamlined Series are discussed, providing an evaluation of Books 1 and 2. The majority of instructors consider the books to be supplemental material, useful with the lowest-level students. A lesson-by-lesson critique of the materials is included in this section. In the fourth section of the handbook, the teachers review the 29 modules of the Clovis life skills material, providing comments and suggestions for teacher use. The next part of the handbook is a selected glossary of difficult or ambiguous words from the Clovis material prepared by the teachers, while the final two parts contain a list of suggested resources and a list of workshop participants. (KC)

ED 239 032

CE 037 248

Mahaffy, John E.

Impact Evaluation of Adult Basic Education Program Outcomes. ABE Evaluation Project Final Report.

Montana State Univ., Bozeman. Dept. of Educational Services.

Spons Agency—Montana State Dept. of Public Instruction, Helena. Div. of Adult Education.

Pub Date—Aug 83

Grant—83-56-5703-050-SD

Note—107p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Adult Basic Education, Adult Programs, Adult Students, Cost Effectiveness, \*Educationally Disadvantaged, Evaluation Methods, \*Income, \*Outcomes of Education, \*Participant Satisfaction, Program Effectiveness, Program

### Evaluation, \*Quality of Life, Research Problems Identifiers—310 Project, Montana

This study attempted to determine what difference, if any, participation in adult basic education (ABE) programs makes in the lives of undereducated adults. The nature of the impact was examined on two dimensions: (1) the qualitative impact in terms of changes in the quality of student lives and (2) the financial impact in terms of changes in the financial well-being of students. Data were gathered through interviews with a random sample of 190 students who had left an ABE program within the five years prior to the study. (These samples represent about 10 percent of the current student population and 5 percent of former students.) Analysis of the data showed that the qualitative impact of the ABE programs was positive. Most of the former students had achieved their self-listed goals, such as enrolling in further education. Students also reported substantial improvement in basic skills, applied practical knowledge, community participation, and involvement in their children's education. In most cases, students attributed these benefits to their participation in an ABE program. The study further showed that the major benefits from the ABE program are realized after the student has left. In the area of financial impact, former students reported some gains in personal income, while current students' income did not increase. These findings suggest that time is needed for students to find employment and make changes in their lives. In addition, the cost/benefit ratio of program completers was highly positive. Therefore, the evidence presented in this study strongly indicates that adult basic education programs are effective and are beneficial to both the students and to society in a variety of important ways. (KC)

### ED 239 033 CE 037 311

#### Kirby, Caroline S. Ed. Essential Performance Objectives for Career Development.

Michigan State Board of Education, Lansing.  
Pub Date—Sep 83  
Note—20p.; For related documents, see CE 037 312-314.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Behavioral Objectives, Career Change, Career Choice, \*Career Development, Career Education, Career Exploration, Career Planning, Course Content, \*Decision Making, \*Decision Making Skills, Educational Needs, Education Work Relationship, Elementary Secondary Education, Employment Potential, Futures (of Society), Individual Development, Job Placement, Job Skills, Models, Occupational Aspiration, Prevocational Education, Self Actualization, \*Self Evaluation (Individuals), Sex Role, State Curriculum Guides, Vocational Interests

Identifiers—\*Michigan

As one of the components of the career development curriculum materials for Michigan schools, this guide contains objectives for the career development of students in three grade-level clusters. The objectives are categorized according to grades K-3, 4-6, 7-9. For each of these levels, objectives are grouped into four subject areas: self-awareness and assessment, career awareness and exploration, career decision making, and career planning and placement. (These topics are components of the model, a cycle that repeats itself as the child changes and grows.) A summary of career development components as they relate to grade levels completes the guide. (KC)

### ED 239 034 CE 037 312

#### Instructional Strategies Grades K-6, Career Development Assessment Series.

Washtenaw Intermediate School District, Ann Arbor, Mich.

Spons Agency—Michigan State Dept. of Education, Lansing. Office of Career Education.

Pub Date—80  
Note—283p.; For related documents, see CE 037 311-314.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Career Choice, \*Career Development, Career Education, Career Planning, \*Decision Making, Education Work Relationship, Elementary Education, Employment Potential, Individual Development, Job Skills, \*Learning Activities, Occupational Aspiration, Self Actualization, \*Self Evaluation (Individuals), Sex Role, State Curriculum Guides, \*Teaching Methods,

### Values Clarification, Vocational Interests

As part of the career development curriculum materials for Michigan schools, this book contains 100 strategies (learning activities) for teachers to use in presenting various aspects of career development to students in grades K-6. The strategies are grouped by grade level K-3 and 4-6 and organized around the four components of the Michigan career development model: self-awareness and assessment, career awareness and career exploration, decision making, and career planning and placement. The following information is provided for each activity: objective (as related to numbered performance objectives), areas in which the activity can be infused, group size, method of presentation, materials and resources (such as films) needed, and procedures for conducting the activity. Worksheets and/or handouts for students are supplied for some of the activities. The book also contains a list of the Michigan career development goals, subgoals, and performance objectives for the four components of the career development model. (KC)

### ED 239 035 CE 037 313

#### Instructional Strategies Grades 7-12, Career Development Assessment Series.

Washtenaw Intermediate School District, Ann Arbor, Mich.

Spons Agency—Michigan State Dept. of Education, Lansing. Office of Career Education.

Pub Date—80  
Note—283p.; For related documents, see CE 037 311-314.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Behavioral Objectives, Career Choice, \*Career Development, Career Education, Career Planning, Classroom Techniques, \*Decision Making, Decision Making Skills, Educational Needs, Educational Resources, Education Work Relationship, Employment Potential, Individual Development, Job Search Methods, Job Skills, \*Learning Activities, Models, Occupational Aspiration, Secondary Education, Self Actualization, \*Self Evaluation (Individuals), Sex Role, State Curriculum Guides, \*Teaching Methods, Values Clarification, Vocational Interests

Identifiers—\*Michigan

As part of the career development curriculum materials for Michigan schools, this book contains 63 strategies (learning activities) for teachers to use in presenting various aspects of career development to students in grades 7-12. The strategies are organized around the four components of the Michigan career development model: self-awareness and assessment, career awareness and career exploration, decision making, and career planning and placement. The following information is provided for each activity: objective (as related to numbered performance objectives), areas in which the activity can be infused, group size, method of presentation, materials and resources (such as films) needed, and procedures for conducting the activity. Worksheets and/or handouts for students are supplied for some of the activities. The book also contains a list of the Michigan career development goals, subgoals, and performance objectives for the four components of the career development model. (KC)

### ED 239 036 CE 037 314

#### Michigan Educational Assessment Program Student Assessment Booklets for Career Development.

Test Number 31, Grade 4, Test Number 61, Grade 7, Test Number 62, Grade 7, Test Number 91, Grade 10, Test Number 92, Grade 10, Test Number 93, Grade 10.

Michigan State Board of Education, Lansing.

Pub Date—83  
Note—98p.; For related documents, see CE 037 311-313.

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Achievement Tests, \*Behavioral Objectives, Career Change, Career Choice, \*Career Development, Career Education, Career Exploration, Career Planning, \*Decision Making, Decision Making Skills, Educational Needs, Education Work Relationship, Elementary Secondary Education, Employment Potential, Futures (of Society), Grade 4, Grade 7, Grade 10, Individual Development, Job Placement, Job Skills, Models, Occupational Aspiration, Prevocational Education, \*Self Actualization, \*Self Evaluation (Individuals), Sex Role, State Curriculum Guides, Testing Programs, Test Items, Vocational Interests

### Identifiers—\*Michigan

As part of the career development curriculum materials for Michigan schools, this packet contains six sample student assessment test booklets. One of the test booklets provided is for grade 4; two are for grade 7; three are for grade 10. The booklets assess students' progress in meeting the state's essential performance objectives for career development. These objectives are grouped into four areas: self-awareness and assessment, career awareness and exploration, career decision making, and career planning and placement. These objectives, listed by grade level, are provided for the teacher on a pull-out sheet in each test booklet. The tests cover the performance objectives with questions to stimulate self-examination and problem solving. Some questions present mini case studies. The test booklet for grade 4 has 70 multiple-choice questions. Two test booklets are provided for grade 7. One booklet consists of 80 multiple-choice questions, while the other is an alternative version containing 17 checklist and short essay items. For grade 10, three versions of the tests are provided. One booklet consists of 58 multiple-choice items; one contains 80 multiple-choice items; the third consists of 26 checklist and short essay questions. Answer keys are provided for each test booklet. (KC)

### ED 239 037 CE 037 545

#### Vines, Diane Welch Secretary's Initiative on Adult Literacy.

Pub Date—2 Dec 83  
Note—15p.; Paper presented at the National Adult Education Conference (Philadelphia, PA, December 2, 1983).

Pub Type—Speeches/Meeting Papers (150)—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adult Basic Education, \*Adult Literacy, Cooperative Programs, Demonstration Programs, Educational Cooperation, Educational Finance, Educational Legislation, Educational Needs, Educational Objectives, Educational Strategies, Federal Legislation, Financial Support, Functional Literacy, Government Role, Information Networks, Linking Agents, \*Literacy Education, Needs Assessment, \*Outreach Programs, \*Program Content, Program Descriptions, Program Development, Program Effectiveness, Program Implementation, \*Public Policy, Remedial Instruction, State of the Art Reviews, Student Participation, Volunteers

Identifiers—Adult Education Act 1966, \*Adult Literacy Initiative, Economic Opportunity Act 1964, Private Sector

The National Adult Literacy Initiative calls for a collaborative effort among the public, private, voluntary, and military sectors to address more effectively illiteracy through adult education. One of the first points in the initiative calls for continued educational services funded by the federal government and administered by the states. Other key aspects of the initiative include the provision of funding for a national awareness campaign and for follow-up mechanisms designed to recruit literacy volunteers and to encourage private sector funding of literacy efforts; development of the National Adult Literacy Project to identify exemplary programs and disseminate information on them; involvement of high school and college students in literacy programs using college work study funds and student volunteer programs; and expansion of existing networks and creation of new linkages among special, vocational, and adult educators and rehabilitative service providers. To support further the objectives of the Adult Literacy Initiative, the Department of Education is establishing the Federal Employee Literacy Training Program (FELT) to provide a cadre of federal employee literacy volunteers and to secure space for literacy tutoring. In addition, the department is establishing liaison with volunteer and service groups in an ongoing field outreach and input system. (MN)

### ED 239 038 CE 037 745

#### Brauchle, Paul E. Petty, Gregory C. Identifying Student Perceptions of Non-Technical Workskills.

Pub Date—5 Dec 83  
Note—38p.; Paper presented at the American Vocational Association Convention (Anaheim, CA, December 5, 1983).

Pub Type—Speeches/Meeting Papers (150)—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

**Descriptors—**Affective Behavior, \*Attitude Change, \*Attitude Measures, Biographical Inventories, Education Work Relationship, \*Employment Potential, \*Job Skills, Learning Modules, Postsecondary Education, Secondary Education, Student Attitudes, \*Work Attitudes  
**Identifiers—**\*Work Attitudes Inventory

The transition from education into the world of work that leads to career success is in some part dependent on the nontechnical work skills developed by students and the extent to which they can demonstrate those skills on the job. Research by Brauchle, Petty, and Morgan has shown that five important nontechnical work skills can be measured by the Work Attitudes Inventory. These skills are ambition, self-control, organization, enthusiasm, and conscientiousness. This packet contains a learning module, "Speaking about Career Success," that can be used to teach these five attitudes. The module contains one lesson for each of the five job success skills. For each lesson, a discussion and a profile of either a well-known person or a fictitious person who illustrates a trait is presented, along with questions for self-discovery. The booklet is illustrated with line drawings. (KC)

ED 239 039

CE 037 776

Fairchild, Patricia Gilligan, Joyce  
**Wyoming Business and Office Occupations Survey for Entry-Level Employment Competencies.**  
Wyoming State Dept. of Education, Cheyenne.  
Pub Date—May 82  
Note—52p.

**Pub Type—**Reports - Research (143)  
**EDRS Price—**MF01/PC03 Plus Postage.  
**Descriptors—**Accounting, Bookkeeping, Business Education, Business Skills, Clerical Occupations, \*Competence, Competency Based Education, Education Work Relationship, \*Employer Attitudes, Employment Qualifications, \*Entry Workers, Filing, \*Job Skills, Office Occupations, \*Office Occupations Education, Recordkeeping, School Business Relationship, Secondary Education, State Standards, Statewide Planning, Typewriting, Vocational Education  
**Identifiers—**\*Wyoming

This survey was conducted by the Vocational Programs Unit of the State Department of Education and the State Steering Committee for Business and Office Education in Wyoming to facilitate the determination of business and office education state standards. The survey was mailed to 208 businesses in the state asking for responses to the degree of need for entry-level skills in the following competency areas: typing, shorthand, telephone techniques, mathematics and calculator, accounting/bookkeeping, recording, filing, records management, grooming, mailing, leadership, human relations, business knowledge, data processing, reprographics, organization/time management, and written communications. The businesses were asked to place their office positions in the following professional areas: specialized office employees (secretaries), general office employees (typists, mail clerks), bookkeeping/accounting positions, and computer and related positions. Responses were received from 109 businesses (52 percent response). Data were analyzed and compiled into tables according to order of importance as "required," "desired," or "unnecessary" for each competency in each type of job. The most required skills overall were typing, telephone techniques, recordkeeping, grooming, mailing, human relations, business knowledge, organization/time management, and written communications. The tables specify which other skills were most required or needed in each of the four areas, and show that mathematics and calculator skills were least needed except in the bookkeeping/accounting and computer and related positions. (KC)

ED 239 040

CE 037 835

Smith, Jacqueline And Others  
**Looking into Future Experience. An Early Career Awareness Program.**  
Nantucket School District, MA.  
Spons Agency—Women's Educational Equity Act Program (ED), Washington, DC.  
Pub Date—[83]  
Note—140p.; Prepared at Nantucket Elementary School. Photographs will not reproduce well.  
**Pub Type—**Guides - Non-Classroom (055)  
**EDRS Price—**MF01/PC06 Plus Postage.  
**Descriptors—**Annotated Bibliographies, \*Career Awareness, Classroom Techniques, Educational Games, Educational Practices, Elementary Education, \*Elementary School Curriculum, Guide-

lines, Learning Activities, Lesson Plans, \*Parent Participation, Program Development, Program Guides, Program Implementation, \*Self Concept, Self Evaluation (Individuals), Skits, \*Teacher Participation, Teaching Methods, Work Environment

**Identifiers—**Career Day, \*Nantucket Elementary School MA

This manual consists of guidelines, resources, and instructional materials for use in developing and implementing an early career awareness program for kindergarten through sixth grade students. The guide, which is based on an early career awareness program that was implemented at Nantucket Elementary School in Massachusetts, deals with the following topics: looking into student activities (introducing the world of work, using the self-directed search, using drama to foster self-awareness, and organizing a career day); looking into teacher involvement (introducing teachers to career awareness, conducting a career awareness workshop, sample lesson plans, and career games); and looking into parent participation (parent involvement and programs for parents). Appended to the manual are an annotated bibliography and a series of songs and skits for use in a self-directed career search. (MN)

ED 239 041

CE 037 839

Brown, James M.  
**Educational Adjustment: A Model for Enhancing Vocational Special Needs Students' Success.**

**Pub Date—**Dec 83  
Note—32p.; Paper presented at the Annual Meeting of the American Vocational Educational Research Association (Anaheim, CA, December 1983).

**Pub Type—**Speeches/Meeting Papers (150) — Reports - Research (143)  
**EDRS Price—**MF01/PC02 Plus Postage.  
**Descriptors—**\*Academic Achievement, \*Disabilities, \*Disadvantaged, Educational Needs, Individual Needs, Influences, Models, Postsecondary Education, Remedial Instruction, \*Student Adjustment, Student Characteristics, Student Needs, \*Transitional Programs, \*Vocational Education  
**Identifiers—**\*Special Needs Students

Two studies were conducted to examine the problems experienced by special needs students in the process of making the transition to postsecondary vocational education programs, to develop a model of the transitional process, and to empirically examine that process via instruments related to the concept of educational adjustment. The first study was a statewide telephone survey of secondary education, postsecondary education, and vocational rehabilitation personnel in Minnesota. Based on this survey, it was concluded that the concept of transition is best viewed in terms of key persons, processes, and corresponding needs and resources that apply to students as well as to their educational environments. Thus, to enhance the educational adjustment of special needs students entering postsecondary institutions, practitioners could utilize various correctional, compensation, and circumvention strategies to modify conditions that are difficult for the students to tolerate and to enhance the students' ability to overcome or avoid frustration. The second study, which examined the progress of 96 students at a small rural postsecondary vocational education institution in Minnesota, supported the assumption that instructional variables are more educationally relevant than typical student data such as gender, race, economic status, and previously received supportive services. (MN)

ED 239 042

CE 037 840

Moon, Harry R.  
**A Study of the Use of Office Technology and the Changing Role of the Management Support Staff in the Modern Office. Final Report.**

**Pub Date—**83  
Note—18p.; Paper presented to the National Association of Business Education State Supervisors at the American Vocational Association Convention (Anaheim, CA, December 1983).  
**Pub Type—**Speeches/Meeting Papers (150) — Reports - Research (143)  
**EDRS Price—**MF01/PC01 Plus Postage.

**Descriptors—**Data Processing, Educational Needs, Employer Attitudes, \*Employment Qualifications, Entry Workers, Futures (of Society), Job Analysis, Job Performance, Job Skills, Labor Needs, \*Labor Utilization, Needs Assessment, \*Office Machines, \*Office Management, \*Office Occupations, Questionnaires, Recordkeeping, \*Secretaries, Surveys, Technological Advance-

ment, Technology, Word Processing

**Identifiers—**Electronic Mail, Employer Surveys

A study examined the use of office technology and the changing role of the management supportive staff in the modern office. During the study, the researcher conducted prearranged, one-hour personal interviews with individuals responsible for supervising day-to-day activities of management supportive staff at 50 companies in 16 sites. The interviewees were asked questions pertaining to the numbers and types of office machines and reprographics equipment used; the skills, knowledge, and understandings required of entry-level employees, types of preemployment tests used by their firms, job requirements for office management and secretarial positions; job duties of secretaries; the extent of information processing, records management, and electronic mail as a part of office routine; complaints concerning entry-level employees hired; and expectations concerning the progression of technology in the next five years. Based on the responses to these questions, the researcher urged business education teachers to provide an introduction of office technology to all students in business education programs; to provide hands-on training in word processing, keyboarding, and machine transcription to students training for secretarial and managerial supportive jobs; and to stress the importance of productivity, efficiency, and cost effectiveness at advanced levels of all courses. (MN)

ED 239 043

CE 037 841

Kazemek, Francis E.  
**Adult Literacy Education: An Ethical Endeavor.**

**Pub Date—**[84]  
Note—18p.

**Pub Type—**Opinion Papers (120)  
**EDRS Price—**MF01/PC01 Plus Postage.  
**Descriptors—**\*Adult Basic Education, Adult Educators, \*Adult Literacy, Adult Programs, Community Education, Community Involvement, Democracy, Educational Benefits, Educational Needs, \*Educational Objectives, \*Educational Philosophy, Educational Practices, \*Ethics, \*Literacy Education, Program Content, Program Design, Program Development, Relevance (Education), Student Centered Curriculum, Student Needs, Student Participation, Teacher Responsibility  
**Identifiers—**\*Dewey (John)

Many of John Dewey's ideas concerning ethics and the universalization of democratic habits of thought and action are especially relevant to a discussion of adult literacy as a means of developing social intelligence in a democratic society. Dewey's basic ethical principles are manifest in approaches to adult literacy education such as those conceived and practiced by Horton and the Highlander Folk School, Freire, Hunter and Harman, Coles, and Kozol. Particularly relevant to a discussion of the objectives of adult literacy education is Dewey's faith in the individual for intelligent and responsible action. The implications of a basic faith in people's ability to reflect and decide what is good for them in the structure of adult literacy programs are various. For example, this basic faith means that program developers and literacy teachers must come to grips with the individual's, community's, and instructor's beliefs, mores, and perceptions of reality, as well as with the manner in which these overlap and interact. Then, program developers should devise community-based programs centering on local needs and themes that emerge from individuals in the community. (MN)

ED 239 044

CE 037 863

Piotrowski, Chris Keller, John W.  
**A Career Development Approach for Black Students.**

**Pub Date—**[84]  
Note—12p.  
**Pub Type—**Reports - Descriptive (141)  
**EDRS Price—**MF01/PC01 Plus Postage.

**Descriptors—**\*Black Students, Career Change, \*Career Choice, \*Career Development, Career Planning, Decision Making, Employment Interviews, Higher Education, \*Job Satisfaction, Job Search Methods, \*Life Satisfaction, \*Models, Portfolios (Background Materials), Self Concept, Self Evaluation (Individuals)  
**Identifiers—**\*Career and Life Planning Model, Life Planning, Resumes, University of West Florida

The Career and Life Planning (CLP) model is based on a CLP course that has been continually offered at the University of West Florida since 1971. The CLP model is an eight-step career devel-



opment strategy that has been particularly effective with black students. Addressed in the individual steps of the model are the following areas: gaining self-awareness, developing a career personality profile, settling on four careers, projecting four careers into the future, developing a careers profile, preparing a resume, preparing for an employment interview, and preparing for subsequent careers. The CLP experience in obtaining vital information about one's career field and presenting oneself effectively in job interviews fosters both competence and confidence, two widely recognized ingredients of career placement success. The experiences of the many graduates of the CLP course at the University of West Florida have shown that the CLP model is a proven and effective means of career development and planning. (MN)

ED 239 045

CE 037 866

Dyrenfurth, Michael J.

**Industrial Arts Works with Vocational Education. A Statement on the Purposes and Roles of Industrial Arts in Relation to Vocational Education and on the Potential in Increased Cooperative Work.**

National Association of State Directors of Vocational Education.

Pub Date—4 Dec 83

Note—31p.; Paper presented at the American Vocational Association Convention (Anaheim, CA, December 4, 1983).

Pub Type—Information Analyses (070)—Opinion Papers (120)—Speeches/Meetings Papers (150)  
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Coordination, Course Content, Curriculum, Definitions, Educational Attitudes, Educational Benefits, \*Educational Cooperation, Educational Finance, Educational Legislation, Educational Needs, \*Educational Objectives, Federal Legislation, Financial Needs, Financial Support, \*Industrial Arts, Outcomes of Education, \*Program Development, Program Implementation, Relevance (Education), School Role, Secondary Education, \*Vocational Education  
Industrial arts is a program of instructional and laboratory experiences that provides basic general education for all students. Industrial arts curricula consist of experiences based upon nationally relevant economic and industrial clusters, and industrial arts courses provide "hands-on" manipulative experiences that serve students' occupational and vocational needs in a manner that is consistent with the demands of our technological society. In 1972, Congress recognized the importance of industrial arts by extending the benefits that go to vocational education and, thereby, to industrial arts as well. Because industrial arts education promotes vocational and technological exploration, it can serve as an important contributor in helping vocational educators achieve goals more effectively and efficiently. Despite the potentially great benefits to be derived from a close partnership between industrial arts and vocational education, many problem areas still need to be solved pertaining to the coordination of industrial arts and vocational education. Included among these problem areas are the widespread practice of funding industrial arts programs only after vocational education programs have been funded and the existence of significant tensions between the industrial arts and vocational education sectors in some states. (MN)

ED 239 046

CE 037 867

Owens, Thomas R. Monthey, Wanda

**Private Sector Views of Vocational Education: A Statewide Employer Survey.**

Northwest Regional Educational Lab., Portland, Ore.

Spons Agency—Oregon State Dept. of Education, Salem.

Pub Date—Dec 83

Note—22p.; Paper presented at the Annual Meeting of the American Vocational Association (Anaheim, CA, December 1983).

Pub Type—Reports - Research (143)—Speeches/Meetings Papers (150)  
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cooperative Programs, Coordination, Curriculum, \*Educational Attitudes, Educational Benefits, Educational Cooperation, \*Educational Needs, Educational Objectives, Educational Practices, Education Work Relationship, \*Employer Attitudes, Financial Support, Industrial Training, On the Job Training, Outcomes of Education, Postsecondary Education, Program Content, Program Effectiveness, Questionnaires,

\*Relevance (Education), School Business Relationship, Secondary Education, State Surveys, \*Vocational Education

Identifiers—Employer Surveys, \*Oregon, \*Private Sector

A study examined the views of private sector employers in Oregon on vocational education. During the study, researchers mailed questionnaires to a stratified, random sample of 1,500 employers throughout Oregon. In addition, they surveyed another 140 employers who were identified as hiring the largest numbers of vocational education completers in the state. Finally, interviewers spoke with representatives of 10 Oregon firms that employ over 55,000 people. Virtually all the employers interviewed indicated that many entry-level employees are deficient in basic skills. Other frequently mentioned problems were poor work attitudes and a general lack of understanding about the world of business. While many of the employers interviewed indicated that their firms provide at least some type of on-the-job training, most agreed that additional training is needed in areas such as computer literacy, the need for retraining and lifelong learning, basic economics, and time management. When asked who should be responsible for performing these additional training functions, most of the respondents said that they should be the responsibility of educational institutions. Based on these findings, recommendations were made calling for increased cooperation between the educational and business sectors in areas such as job training and placement and for new legislation concerning tax credits to encourage businesses to donate equipment to vocational schools. (MN)

ED 239 047

CE 037 868

Bova, Breda Murphy Zelazek, John

**Motivational Orientations of Adult Basic Education Students.**

Pub Date—[84]

Note—28p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Adult Basic Education, \*Adult Students, Citizen Participation, Educational Strategies, Enrollment, Experiential Learning, Field Experience Programs, Field Trips, Influences, Mentors, Questionnaires, Small Group Instruction, State Surveys, \*Student Motivation, \*Student Participation

Identifiers—Educational Participation Scale, New Mexico, Participatory Research

A study analyzed the reasons for adult participation in adult basic education (ABE) programs. During the study, researchers administered the Educational Participation Scale to 85 females and 72 males enrolled in ABE classes in New Mexico. Data from the returned questionnaires were examined to determine if any of the reasons for participation in ABE were related to age or sex. The researchers found that the factors "escape" and "stimulation" were of moderate importance to students between the ages of 18 and 45, of little importance to those in the midlife stage, and of above-moderate importance to those over the age of 55. While "professional advancement" and "personal growth" were of above-average importance to adults under the age of 50, a dramatic drop in ranking of scores for these factors occurred for those in later years. Based on these findings, the researchers recommended that ABE instructors make more use of small group instruction, mentoring programs, field trips, and community awareness programs. (A copy of the Educational Participation Scale is appended to this report.) (MN)

ED 239 048

CE 037 871

**Vocational Education Reauthorization. A Time for Redirection.**

State Advisory Councils on Vocational Education.

National Association of Executive Directors.

Pub Date—5 Dec 81

Note—10p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Citizen Participation, Educational Finance, \*Educational Needs, \*Educational Objectives, Educational Planning, \*Educational Policy, Federal Legislation, \*Financial Support, Government Role, Position Papers, \*Program Administration, State Action, Student Organizations, \*Vocational Education

Identifiers—\*Vocational Education Act 1981

Although individual State Advisory Councils for Vocational Education (SACVE) will differ in their

opinions as to specific changes needed in the Vocational Education Act, they share a core of basic concepts about the needs of vocational education as they relate to reauthorization. Because the SACVE believe that the basis of federal involvement in vocational education and training should be developing human resources as a capital asset to the nation, they believe that the focus of vocational education reauthorization legislation should be on the provision of education and training for the development of a skilled work force. It is critical that a single educational agency be designated as the administrative authority for vocational education, because only through a single agency can articulation and coordination be achieved. Similarly, federal administrative control and federal financial support of vocational education must be maintained in order to maintain the states' capacity to address changing economic and employment needs and to ensure that state vocational education systems can be responsive to national priorities and emergencies. Other important areas that must be addressed during the reauthorization of the Vocational Education Act are the need to restore citizen involvement in vocational education and the need to ensure the continuation of vocational student organizations. (MN)

ED 239 049

CE 037 874

**Unified Technical Concepts. Physics for Technicians.**

Center for Occupational Research and Development, Inc., Waco, Tex.

Pub Date—83

Note—333p.; For related documents, see ED 190 746-761, CE 037 875, and CE 038 059-060.

Available from—Center for Occupational Research and Development, 601C Lake Air Drive, Waco, TX 76710 (\$19.00).

Pub Type—Guides - Classroom - Learner (051)  
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Electricity, \*Force, \*Kinetics, Laboratory Experiments, Learning Activities, \*Mechanics (Physics), Motion, \*Physics, Postsecondary Education, Radiation, Secondary Education, \*Technical Education, Time

Unified Technical Concepts (UTC) is a modular system for teaching applied physics in two-year postsecondary programs. This UTC classroom textbook, consisting of 14 chapters, deals with physics for technicians. Addressed in the individual chapters of the guide are the following topics: force, work, rate, momentum, resistance, power, potential and kinetic energy, force transformers, energy converters, transducers, vibrations and waves, time constants, and radiation. Each chapter contains an instructional text, a summary, one or more demonstration activities, a self-check, and a list of references. (Appended to this textbook are the Greek alphabet, selected physical constants, selected astronomical data, and tables of conversion factors.) (MN)

ED 239 050

CE 037 875

**Unified Technical Concepts. Math for Technicians.**

Center for Occupational Research and Development, Inc., Waco, Tex.

Pub Date—Nov 83

Note—211p.; For related documents, see ED 190 746-761, CE 037 874, and CE 038 059-060.

Available from—Center for Occupational Research and Development, 601C Lake Air Drive, Waco, TX 76710 (\$22.50).

Pub Type—Guides - Classroom - Learner (051)  
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, Geometric Concepts, Graphs, Laboratory Procedures, \*Mathematical Applications, \*Mathematical Concepts, \*Mathematical Formulas, \*Mathematics, Measurement, \*Physics, Postsecondary Education, Secondary Education, \*Technical Education, Vectors (Mathematics)

Identifiers—Exponents (Mathematics), Logarithms  
Unified Technical Concepts (UTC) is a modular system for teaching applied physics in two-year postsecondary technician programs. This UTC classroom textbook, consisting of 10 chapters, deals with mathematical concepts as they apply to the study of physics. Addressed in the individual chapters of the text are the following topics: angles and triangles; vectors and scalars; reading and drawing graphs; logarithms and exponents, precision, accuracy, and measurements; laboratory notebook preparation; and sinusoidal waves. Each chapter contains instructional objectives, instructional text,



a summary, a list of references, and review questions. (MN)

**ED 239 051** CE 037 876

Rodenstein, Judith, Ed. Lambert, Roger, Ed. *Microcomputers in Vocational Education Handbook. A Collection of Papers and Other Information Related to Microcomputer Usage in Vocational Education.*

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.  
Pub Date—Aug 82

Note—349p; Distributed at the Annual Microcomputers in Vocational Education Conference (1st, Madison, WI, August 1982). For related documents, see CE 037 877-878.

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150) — Collected Works - General (020)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Agricultural Education, Basic Skills, Business Education, \*Computer Assisted Instruction, Computer Literacy, \*Computer Oriented Programs, Computer Programs, Curriculum Development, Demonstration Programs, Disabilities, Distributive Education, Educational Administration, \*Educational Resources, Evaluation Methods, Exceptional Persons, Graphic Arts, Health Education, Home Economics, Marketing, \*Microcomputers, Postsecondary Education, Program Effectiveness, \*Program Implementation, Pupil Personnel Services, School Counseling, Secondary Education, Special Education, Trade and Industrial Education, \*Vocational Education, Word Processing

This document is a collection of 46 papers concerning the use of microcomputers in vocational education. Most of the papers relate hands-on experiences that vocational educators in various parts of the country have had with microcomputers in vocational education subjects, while others include suggested ways of coping with computer introduction, sources of computer software, and lists of computer programs that can be used for specific applications. Papers are arranged in the following 15 subject areas: administration, agriculture, basic skills and education, business education, computer literacy, counseling and student services, evaluating software, graphics, health, home economics, industrial education, marketing and distributive education, special needs, topics of interest, and word processing. A list of names and addresses of presenters and vendors at the conference at which this book was distributed completes the document. (KC)

**ED 239 052** CE 037 877

Rodenstein, Judith, Ed. Lambert, Roger, Ed. *Microcomputers: Applications in Vocational Education.*

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.  
Pub Date—[82]

Note—397p; For related documents, see CE 037 876-878.

Pub Type—Collected Works - General (020) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, Agricultural Education, Business Education, Career Education, Computer Literacy, \*Computer Oriented Programs, \*Computer Programs, \*Curriculum Development, Disabilities, Distributive Education, Educational Trends, Electronics, Evaluation Methods, Exceptional Persons, Futures (of Society), Health Education, Home Economics, Man Machine Systems, Marketing, \*Microcomputers, Office Occupations Education, Offices (Facilities), Postsecondary Education, \*Program Implementation, Programming, Secondary Education, Special Education, Trade and Industrial Education, \*Vocational Education

This handbook was assembled for vocational educators so that they can see the applications of microcomputers in both their instructional and administrative tasks. The 22 papers included in the handbook were written by educators who are and have been using microcomputers extensively in their work. The first section of the handbook discusses the general issues that any educator would need to examine. Topics discussed include computer literacy, buying hardware, evaluating software, designing user-friendly software, authoring systems, beginning programming, using the microcomputer to reach special needs students, and

functioning in the office of the future. The second section of the book focuses on the following vocational education curricula areas: agriculture, business education, home economics, trade and industrial education, distributive education and marketing, health education, and adult education. In each chapter, the authors discuss the following questions: (1) How can microcomputers be integrated into the curricula? (2) What are effective uses of microcomputers? (3) How can microcomputers improve instruction? (4) What should microcomputers not be used for? (5) How will microcomputers change teacher/student roles in learning? (6) How can microcomputers be integrated into the total curriculum? (7) What software packages are useful? (8) What resources, publications, research papers, and so on are available? In addition, a chapter on emerging occupations is included. Short biographies of the contributors of the papers complete the text. (Author/KC)

**ED 239 053** CE 037 878

Lambert, Roger, Ed. Rodenstein, Judith, Ed. *Microcomputers: Applications in Career Counseling and Career Education.*

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.  
Pub Date—[82]

Note—305p; For related documents, see CE 037 876-877.

Pub Type—Collected Works - General (020) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administration, \*Career Choice, \*Career Counseling, \*Career Education, Career Exploration, Career Planning, Computer Literacy, \*Computer Oriented Programs, Disabilities, Emerging Occupations, Exceptional Persons, Job Skills, Measures (Individuals), \*Microcomputers, Postsecondary Education, Programming, School Counseling, Secondary Education, Simulation, Special Education

This handbook was designed to help counselors and career development personnel to adopt and adapt to using microcomputers. The 18 papers included in the handbook were written by a cross section of career and counseling professionals as well as experts in microcomputer applications. In the first section of the handbook, the authors examine the general use of microcomputers in education and in career development. Important issues related to these topics are presented, and initiatives for instruction, counseling, and administrative tasks are described. The second section focuses on the areas, services, and programs pertinent to career counseling and career selection. The role of the microcomputer is examined with specific information provided and applications specified for the career counseling program. Topics covered in the book include the following: computer literacy, buying hardware and software, design of software, administrative use of the microcomputer, using microcomputers with special needs students, career information and the microcomputer, job simulation on the microcomputer, computerized career planning inventories, career exploration, and emerging careers. Short biographies of the contributors complete the text. (KC)

**ED 239 054** CE 037 879

*Emergency Victim Care. A Training Manual for Emergency Medical Technicians, Module 1. Personnel, EMS Vehicles, EMS Communications, Records and Reports. Revised.*

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date—83  
Note—48p; For related documents, see CE 037 880-892.

Available from—Vocational Instructional Materials Laboratory. Ohio State University, 154 W. Twelfth Avenue, Columbus, OH 43210.

Pub Type—Guides - Classroom - Learner (051)  
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Allied Health Occupations Education, Case Records, \*Communications, Data Collection, \*Emergency Medical Technicians, Employee Responsibility, Job Skills, Learning Modules, Learning Theories, Maintenance, \*Motor Vehicles, Personnel Needs, Postsecondary Education, Recordkeeping, \*Records (Forms), Reports, Rescue, Staff Role, Student Attitudes, Study Guides, Study Habits, Study Skills, Vocational Education

Identifiers—Ambulance Equipment, \*Emergency

Medical Services, Emergency Vehicles

This student manual, the first in a set of 14 modules, is designed to train emergency medical technicians (EMTs) in Ohio. This introductory module contains five sections. The first section introduces the series of modules, listing the contents of each one, and discusses the student-instructor relationship, how to study, and principles of learning. The other four sections cover the following course content: personnel, emergency medical service vehicles, emergency medical service communication, and records and reports. Each section contains objectives, an introduction, and information text. Sample blank forms for the communications and records sections are included. (KC)

**ED 239 055** CE 037 880

*Emergency Victim Care. A Training Manual for Emergency Medical Technicians, Module 2. Equipment, Safe Driving Practices, Legal Aspects, Controlling the Situation, Action Evaluation Conference. Revised.*

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date—83

Note—39p; For related documents, see CE 037 879-892.

Available from—Vocational Instructional Materials Laboratory. Ohio State University, 154 W. Twelfth Avenue, Columbus, OH 43210.

Pub Type—Guides - Classroom - Learner (051)  
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Allied Health Occupations Education, Compliance (Legal), Driver Education, \*Emergency Medical Technicians, Employee Responsibility, Equipment, \*Evaluation Methods, Job Skills, Laws, Learning Modules, \*Legal Responsibility, Medical Care Evaluation, Motor Vehicles, Personnel Evaluation, Postsecondary Education, Program Evaluation, \*Rescue, Safety Education, Study Guides, Traffic Accidents, Traffic Control, \*Traffic Safety, Vocational Education Identifiers—\*Ambulance Equipment, Emergency Medical Services, Emergency Vehicles

This student manual, the second in a set of 14 modules, is designed to train emergency medical technicians (EMTs) in Ohio. The module contains five sections that cover the following course content: ambulance equipment, safe driving practices for emergency vehicle drivers, legal aspects of the EMT's job, how to maintain control at an accident scene or other emergency situation, and how to set up an action evaluation conference to study the work of personnel at emergency scenes. Each section contains objectives, an introduction, and information text. The text is illustrated with line drawings and photographs. (KC)

**ED 239 056** CE 037 881

*Emergency Victim Care. A Training Manual for Emergency Medical Technicians, Module 3. Anatomy and Physiology. Revised.*

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date—83

Note—37p; For related documents, see CE 037 879-892.

Available from—Vocational Instructional Materials Laboratory. Ohio State University, 154 W. Twelfth Avenue, Columbus, OH 43210.

Pub Type—Guides - Classroom - Learner (051)  
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Allied Health Occupations Education, \*Anatomy, \*Emergency Medical Technicians, \*Human Body, Job Skills, Learning Modules, \*Physiology, Postsecondary Education, Study Guides, Vocational Education

Identifiers—Emergency Medical Services

This student manual, the third in a set of 14 modules, is designed to train emergency medical technicians (EMTs) in Ohio. The module contains one section covering the following topics: general anatomical terms, the body cavities and contents, the integumentary system, the skeletal system, the muscular system, the nervous system, the respiratory system, the circulatory system, the digestive system, the urinary system, the reproductive system, and the endocrine system. The section contains 13 objectives, an introduction, and information text. The text is illustrated with line drawings and photographs. (KC)

**ED 239 057** CE 037 882

*Emergency Victim Care. A Training Manual for Emergency Medical Technicians, Module 4. Vital Signs, Patient Assessment. Revised.*

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date—83

Note—30p; For related documents, see CE 037 879-892.

Available from—Vocational Instructional Materials Laboratory, Ohio State University, 154 W. Twelfth Avenue, Columbus, OH 43210.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Allied Health Occupations Education, Anatomy, Diagnostic Tests, \*Emergency Medical Technicians, Human Body, Job Skills, Learning Modules, \*Medical Evaluation, Patients, \*Physical Examinations, Physiology, Postsecondary Education, \*Rescue, Study Guides, Vocational Education

Identifiers—Emergency Medical Services, \*Vital Signs (Physiological)

This student manual, the fourth in a set of 14 modules, is designed to train emergency medical technicians (EMTs) in Ohio. The module contains two sections covering the following course content: vital signs (temperature, pulse, respirations, and blood pressure) and patient assessment at the scene of an emergency. Each section contains objectives, an introduction, and information text. The text is illustrated with line drawings and photographs. (KC)

ED 239 058 CE 037 883

Emergency Victim Care. A Training Manual for Emergency Medical Technicians. Module 5. CPR, Oxygen Therapy. Revised.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date—83

Note—41p; For related documents, see CE 037 879-892.

Available from—Vocational Instructional Materials Laboratory, Ohio State University, 154 W. Twelfth Avenue, Columbus, OH 43210.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Allied Health Occupations Education, Anatomy, \*Cardiovascular System, \*Emergency Medical Technicians, Equipment, Heart Disorders, Human Body, Job Skills, Learning Modules, Medical Evaluation, Physical Examinations, Physiology, Postsecondary Education, Rescue, Study Guides, Vocational Education

Identifiers—\*Cardiopulmonary Resuscitation, Emergency Medical Services, \*Oxygen Therapy

This student manual, the fifth in a set of 14 modules, is designed to train emergency medical technicians (EMTs) in Ohio. The module contains two sections covering the following course content: cardiopulmonary resuscitation (CPR) (including artificial ventilation, foreign body obstructions, adjunctive equipment and special techniques, artificial circulation, precordial thump, pitfalls in the performance of cardiopulmonary resuscitation, beginning and terminating basic life support, transportation, and emergency care of the laryngectomy victim) and oxygen therapy. Each section contains objectives, an introduction, and information text. The text is illustrated with line drawings and photographs. (KC)

ED 239 059 CE 037 884

Emergency Victim Care. A Training Manual for Emergency Medical Technicians. Module 6. Bleeding Control, Wounds and Bandaging, Shock. Revised.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date—83

Note—26p; For related documents, see CE 037 879-892.

Available from—Vocational Instructional Materials Laboratory, Ohio State University, 154 W. Twelfth Avenue, Columbus, OH 43210.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Accidents, \*Allied Health Occupations Education, Anatomy, \*Blood Circulation, \*Emergency Medical Technicians, Equipment, First Aid, Human Body, \*Injuries, Job Skills, Learning Modules, \*Medical Evaluation, Physical Examinations, Physiology, Postsecondary Education, Rescue, Study Guides, Vocational Education

Identifiers—Emergency Medical Services

This student manual, the sixth in a set of 14 modules, is designed to train emergency medical technicians (EMTs) in Ohio. The module contains three

sections covering the following course content: control of bleeding, caring for wounds and bandaging various body parts, and caring for shock victims. Each section contains objectives, an introduction, and information text. The text is illustrated with line drawings and photographs. (KC)

ED 239 060 CE 037 885

Emergency Victim Care. A Training Manual for Emergency Medical Technicians. Module 7 -Medical Emergencies. Revised.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date—83

Note—30p; For related documents, see CE 037 879-892.

Available from—Vocational Instructional Materials Laboratory, Ohio State University, 154 W. Twelfth Avenue, Columbus, OH 43210.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Accidents, \*Allied Health Occupations Education, Behavioral Objectives, \*Diseases, \*Emergency Medical Technicians, \*First Aid, Job Skills, Postsecondary Education, Rescue, Textbooks, Vocational Education

Identifiers—Emergency Medical Services

This training manual for emergency medical technicians, one of 14 modules that comprise the Emergency Victim Care textbook, covers medical emergencies. The objectives for the chapter are for students to be able to describe the causes, signs, and symptoms for specified medical emergencies and to describe emergency care for them. Informative material is provided on myocardial infarction, angina pectoris, congestive heart failure, stroke, transient ischemic attack, diabetic reactions, abdominal disorders, poisons, snakebite, contagious diseases, emphysema, hyperventilation, asthma, and epilepsy and convulsions. (YLB)

ED 239 061 CE 037 886

Emergency Victim Care. A Training Manual for Emergency Medical Technicians. Module 8-Crisis Intervention, Drug-Related Problems. Revised.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date—83

Note—28p; For related documents, see CE 037 879-892.

Available from—Vocational Instructional Materials Laboratory, Ohio State University, 154 W. Twelfth Avenue, Columbus, OH 43210.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Accidents, \*Allied Health Occupations Education, Behavioral Objectives, \*Crisis Intervention, \*Drug Abuse, \*Emergency Medical Technicians, \*First Aid, Job Skills, Postsecondary Education, Rescue, Textbooks, Vocational Education

Identifiers—Emergency Medical Services

This training manual for emergency medical technicians, one of 14 modules that comprise the Emergency Victim Care textbook, covers crisis intervention and drug related problems. Objectives stated for the two chapters are for the student to be able to describe: treating common mental disturbances, relating to those suffering a crisis in a large-scale disaster, dealing with rape and suicide victims, treating basic drug reactions, and handling emergency care to treat drug overdose victims. Informative material is provided on care of the mentally disturbed and victims in crisis, care of emotionally disturbed people in large-scale emergencies, common mental disturbances, the rape victim, suicide, transportation of mentally disturbed persons, and caring for and treatment of drug-related victims. (YLB)

ED 239 062 CE 037 887

Emergency Victim Care. A Training Manual for Emergency Medical Technicians. Module 9. Backboards/Moving and Handling the Victim, Fractures, Dislocations. Revised.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date—83

Note—55p; For related documents, see CE 037 879-892.

Available from—Vocational Instructional Materials Laboratory, Ohio State University, 154 W. Twelfth Avenue, Columbus, OH 43210.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Accidents, \*Allied Health Occupations Education, Behavioral Objectives, \*Emergency Medical Technicians, \*First Aid, \*Injuries, Job Skills, Postsecondary Education, Rescue, Textbooks, Vocational Education

Identifiers—Ambulance Equipment, Emergency Medical Services

This training manual for emergency medical technicians, one of 14 modules that comprise the Emergency Victim Care textbook, covers backboard moving and handling victims, fractures, and dislocations. Objectives stated for the three chapters are for the student to be able to describe: procedures to use the backboard, stair chair, Stokes basket, and scoop stretcher; procedures to move a victim from bed or couch; various drags and carries; techniques used in immobilizing possible fractures; various types of splinting materials; causes, signs, and symptoms for dislocations; and emergency treatment for dislocations. Informative material is provided on logrolling, handling of backboards, rolling victim 180 degrees, moving and handling the victim, carries and drags, fractures, immobilization equipment and material, blanketroll splints, specific fractures, and dislocations. (YLB)

ED 239 063 CE 037 888

Emergency Victim Care. A Training Manual for Emergency Medical Technicians. Module 10. Injuries of the Eye, Ear, Nose, Abdomen, Central Nervous System and Genitalia. Burns and Environmental Injuries. Revised.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date—83

Note—31p; For related documents, see CE 037 879-892.

Available from—Vocational Instructional Materials Laboratory, Ohio State University, 154 W. Twelfth Avenue, Columbus, OH 43210.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Accidents, \*Allied Health Occupations Education, Behavioral Objectives, Ears, \*Emergency Medical Technicians, Eyes, \*First Aid, Human Body, \*Injuries, Job Skills, Postsecondary Education, Rescue, Textbooks, Vocational Education

Identifiers—\*Burns (Injuries), Emergency Medical Services

This training manual for emergency medical technicians, one of 14 modules that comprise the Emergency Victim Care textbook, covers injuries of the eyes, ears, nose, abdomen, central nervous system (CNS), and genitalia; burns; and environmental injuries. Objectives stated for the two chapters are for the student to be able to describe procedures for emergency treatment for injuries of the eyes, ears, nose, CNS, chest, abdomen, and genitalia and to describe signs, symptoms, and emergency care for burns, cold injuries, hypothermia, and emergencies due to heat. Informative material is provided on eye injuries, ear injuries, nose injuries, CNS injuries, head injuries, chest injuries, abdominal injuries, genitalia injuries, burns, cold injuries, abnormal lowering of body temperature, heat cramps and exhaustion, and heatstroke. (YLB)

ED 239 064 CE 037 889

Emergency Victim Care. A Training Manual for Emergency Medical Technicians. Module 11-Childbirth, Pediatric Emergencies. Revised.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date—83

Note—38p; For related documents, see CE 037 879-892.

Available from—Vocational Instructional Materials Laboratory, Ohio State University, 154 W. Twelfth Avenue, Columbus, OH 43210.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Accidents, Allied Health Occupations Education, Behavioral Objectives, \*Birth, Child Abuse, Child Development, Children, \*Emergency Medical Technicians, \*First Aid, \*Infants, \*Injuries, Job Skills, \*Pediatrics, Postsecondary Education, Rescue, Textbooks, Vocational Education

Identifiers—Emergency Medical Services

This training manual for emergency medical technicians, one of 14 modules that comprise the Emergency Victim Care textbook, covers childbirth and pediatric emergencies. Objectives stated for the two chapters are for the students to be able to describe: emergency procedures for normal childbirth, un-

usual childbirth emergencies, emergency care for the premature infant and for the woman suffering from a miscarriage; emergency baptism procedures, and emergency care for specified pediatric emergencies. Informative material is provided on normal deliveries; unusual deliveries; premature infants; miscarriage; emergency baptism; pediatrics and child development; specific pediatric emergencies, such as airway obstruction, artificial ventilation, cardiac massage, fever, convulsions; pediatric patients with heart defects; neurological evaluation of infants; and child abuse. (YLB)

ED 239 065 CE 037 890

**Emergency Victim Care. A Training Manual for Emergency Medical Technicians. Module 12. Water Accidents, Electrical Emergencies, Hazardous Materials and Radiation Accidents. Revised.**

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date—83

Note—30p; For related documents, see CE 037 879-892.

Available from—Vocational Instructional Materials Laboratory, Ohio State University, 154 W. Twelfth Avenue, Columbus, OH 43210.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Accidents, Allied Health Occupations Education, Behavioral Objectives, \*Electricity, \*Emergency Medical Technicians, \*First Aid, Job Skills, Postsecondary Education, \*Radiation, Rescue, Textbooks, Vocational Education  
Identifiers—Drownings, Electrical Emergencies, Emergency Medical Services, \*Hazardous Materials, \*Water Accidents

This training manual for emergency medical technicians, one of 14 modules that comprise the Emergency Victim Care textbook, covers water accidents, electrical emergencies, and hazardous materials and radiation accidents. Objectives stated for the three chapters are for the students to be able to describe: emergency care for specified water accidents, potential hazards associated with electrical emergencies, how to deal with vehicular accidents involving electrical lines, how to deal with an emergency involving downed electrical power lines, emergency care for victims of electrical shock, dangers involved with hazardous materials and/or radiation accidents, on-scene operations involved with these accidents, and emergency treatment procedures for victims. Informative material is provided on cold water near-drowning, immersion hypothermia, immediate care for cold water victims, river accidents and hazards, decompression sickness and air embolism, dangers in electrical emergencies, handling energized wires, types of hazardous materials, and radiation hazards. (YLB)

ED 239 066 CE 037 891

**Emergency Victim Care. A Training Manual for Emergency Medical Technicians. Module 13—Extraction from Automobiles. Revised.**

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date—83

Note—31p; For related documents, see CE 037 879-892.

Available from—Vocational Instructional Materials Laboratory, Ohio State University, 154 W. Twelfth Avenue, Columbus, OH 43210.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Allied Health Occupations Education, Behavioral Objectives, \*Emergency Medical Technicians, Equipment Utilization, \*First Aid, Job Skills, Postsecondary Education, \*Rescue, Textbooks, \*Traffic Accidents, Vocational Education

Identifiers—Emergency Medical Services

This training manual for emergency medical technicians, one of 14 modules that comprise the Emergency Victim Care textbook, covers extraction of victims from automobiles. Objectives stated for the chapter are for the student to be able to describe how to use extrication equipment properly and the correct use of the long and short backboards to remove victims from motor vehicles. Informative material is provided on highway accidents, entry to the victim and release from entrapment, use of extrication tools in the rescue service, removal of victims from an automobile, multiple victim removal, and small auto extrication. (YLB)

ED 239 067

CE 037 892

**Emergency Victim Care. A Training Manual for Emergency Medical Technicians. Module 14. Appendix I: Communicating with Deaf and Hearing Impaired Patients. Appendix II: Medical Terminology. Appendix III: EMS Organizations. Appendix IV: Legislation (Ohio). Glossary of Terms. Index. Revised.**

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date—83

Note—100p; For related documents, see CE 037 879-891.

Available from—Vocational Instructional Materials Laboratory, Ohio State University, 154 W. Twelfth Avenue, Columbus, OH 43210.

Pub Type—Guides - Classroom - Learner (051) — Reference Materials - Vocabularies/Classifications (134)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Allied Health Occupations Education, Autoinstructional Aids, \*Communication Skills, Deafness, \*Emergency Medical Technicians, Glossaries, \*Hearing Impairments, Indexes, Job Skills, \*Medical Vocabulary, Organizations (Groups), Patients, Postsecondary Education, Programmed Instructional Materials, State Legislation, Textbooks, Vocational Education  
Identifiers—Emergency Medical Services

This training manual for emergency medical technicians, one of 14 modules that comprise the Emergency Victim Care textbook, contains appendices, a glossary, and an index. The first appendix is an article on communicating with deaf and hearing-impaired patients. Appendix 2, the largest section in this manual, is an introduction to medical terminology. This self-instructional programmed material contains a selection of the most common prefixes, roots, and suffixes. Answers to all exercises appear at the bottom of the pages. Appendix 3 provides names and addresses of organizations in Ohio involved with emergency medical services. An overview of relevant Ohio legislation is contained in Appendix 4. Other contents of this module are a 22-page glossary of terms and a subject index to the 14 modules. (YLB)

ED 239 068

CE 037 894

Wirenski, Jerry Just, David

**An Inservice Staff Development Program for Vocational Teachers Working with Disadvantaged Students.**

Pub Date—[83]

Note—18p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, Curriculum Development, \*Disadvantaged, Educational Strategies, \*Inservice Teacher Education, Instructional Development, Postsecondary Education, Program Development, Program Effectiveness, Program Implementation, School Districts, \*Secondary School Teachers, \*Staff Development, Statewide Planning, \*Teacher Improvement, Teacher Qualifications, Teaching Methods, Teaching Skills, Vocational Education  
Identifiers—Pennsylvania

A project was undertaken to develop an inservice staff development program for vocational teachers working with disadvantaged students in local school districts in Pennsylvania. The focus of the inservice activity was on the improvement of instructional approaches such as individualized instruction, teaching and reteaching, small group discussions, illustrated instruction, and curriculum modification.

Members of the project instructional resource team visited local vocational and technical schools for 10-week periods. After completing their observations, the team members decided upon eight general services that seemed most needed by the vocational teachers. Members of the instructional resource team then proceeded to work with 42 teachers who were serving over 280 disadvantaged students in six vocational schools. Generally speaking, the services provided by the instructional resource team were directed toward capacity building. Individual team members spent their time working directly with teachers to help them develop instructional strategies and approaches that would improve the quality of their teaching. The summative evaluations written by the teachers, administrators, and advisory committee members participating in the project indicated that it was quite successful, with 99 percent of the teachers indicating that they found the resource team to be of help to them in their vocational classes. (MN)

ED 239 069

CE 037 896

Thomas, Hollie B.

**Barriers to Linkage of Vocational Education and Apprenticeship Programs: A Factor Analytic Study.**

Spons Agency—State Univ. System of Florida, Tallahassee.

Pub Date—Apr 83

Grant—STAR-81-040

Note—53p; For a related document, see CE 037 897. Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Agency Cooperation, \*Apprenticeships, Cooperative Programs, \*Coordination, \*Educational Cooperation, \*Factor Analysis, Postsecondary Education, Secondary Education, \*Vocational Education  
Identifiers—\*Linkage

A study was designed to identify the underlying dimensions of the barriers and facilitators to the linkage of vocational education and registered apprenticeship programs. It was anticipated that knowledge of the factors derived from identified barriers and facilitators would provide assistance in the development of models designed to establish collaborative arrangements between the two agencies. Participants were involved at two points—as interviewees to identify potential barriers and facilitators to linkage and as respondents to a barriers and facilitators survey developed from interview results. Data were obtained from 46 vocational educators and apprenticeship personnel in the structured interviews and 288 on the survey. A factor analysis resulted in the identification of five orthogonally rotated factors. Comparison of these factors with hypothesized groupings showed considerable accuracy. The factors identified were labeled (1) apprenticeship selection process, (2) inadequacies of vocational education as preparation for apprenticeship training, (3) awareness of the functions of the other agency, (4) communication within and between agencies, and (5) deterrents created by the actors. (Twenty-one pages of tables are provided.) (YLB)

ED 239 070

CE 037 897

Thomas, Hollie B.

**A Model for Linking Vocational Education and Industry.**

Spons Agency—State Univ. System of Florida, Tallahassee.

Pub Date—Dec 83

Grant—STAR-82-040

Note—17p; For a related document, see CE 037 896. Paper presented at the Annual Meeting of the American Vocational Association (Anaheim, CA, December 1983).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Agency Cooperation, \*Business, \*Coordination, \*Educational Cooperation, Guides, Industry, Material Development, \*Models, Postsecondary Education, School Business Relationship, Secondary Education, \*Vocational Education  
Identifiers—\*Linkage

A developmental research activity was undertaken to create and field test a systematic process designed to assist vocational educators to form linkages with business and industry. The literature was synthesized to ascertain what has been learned about the linkage process and coordination theory and has served as a basis for writing a manual for practitioners. A process of field reading of the document produced was used to determine its suitability for the intended purpose. The major headings/elements in the model included (1) prelinkage activities, (2) methods of establishing linkage arrangements, (3) procedures for developing linkage plans, (4) procedures for implementing linkage plans, (5) the evaluation of linkage activities, and (6) recycling the linkage process. (YLB)

ED 239 071

CE 037 905

Cope, Judith L. And Others

**Feasibility of Requiring and Delivering Certification for ABE Teachers in Pennsylvania. Final Report and Recommendations.**

Indiana Univ. of Pennsylvania, Indiana.



Spons Agency—Pennsylvania State Dept. of Education, Harrisburg.  
Pub Date—30 Jun 83  
Contract—98-3029

Note—332p; Prepared by the Adult Education Center, School of Continuing Education.  
Pub Type—Reports - Research (143) - Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Basic Education, \*Adult Educators, Competence, \*Educational Certificates, Employment Qualifications, Feasibility Studies, Postsecondary Education, Program Effectiveness, \*Teacher Certification, \*Teacher Education, Teacher Evaluation, \*Teacher Qualifications  
Identifiers—310 Project, \*Pennsylvania

A study examined the feasibility of requiring and delivering certification for adult basic education (ABE) teachers in Pennsylvania. During the project, researchers mailed survey instruments to state directors of adult education, presidents of American Association for Adult and Continuing Education (AAACE) affiliate organizations, past presidents of the ABE Commission, professors of adult education in Pennsylvania, certified teachers, and graduate students. Based on data obtained from the surveys completed by these individuals, the researchers concluded that there is no philosophy, no purpose, no correlation with performance, and no body of acceptable research for certification. Furthermore, an examination of the literature dealing with certification revealed that no clear indication exists of the value of educational certification at any level. In line with these findings, the researchers called for a significant research study to ascertain the appropriate credentialing or certification for ABE in Pennsylvania before attempting to establish any such system. (Appended to this report are a literature review, the project survey instruments, a list of states requiring ABE certification, an ABE certification opinionnaire, and a list of Pennsylvania adult education degree programs by institution.) (MN)

ED 239 072 CE 037 306

Boraks, Nancy. *And Others*

Ethnographic Research on Reading Instructional Strategies for Adult Beginning Readers.  
Virginia Commonwealth Univ., Richmond. School of Education.

Spons Agency—Virginia State Dept. of Education, Richmond. Adult Education Service.

Pub Date—82  
Note—161p; For related documents, see ED 213 990 and ED 219 552.

Pub Type—Reports - Research (143)  
EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Adult Basic Education, \*Adult Literacy, Adult Programs, Adults, Adult Students, \*Beginning Reading, Classroom Techniques, Educational Needs, \*Educational Strategies, Ethnography, Field Tests, Guidelines, Learning Modules, Learning Processes, Material Development, Needs Assessment, Pilot Projects, \*Reading Instruction, Student Characteristics, Student Needs, \*Teaching Methods  
Identifiers—310 Project, Virginia

A project was undertaken to develop, field test, and revise strategies for adult beginning readers (ABRs). During the first phase of the study, the researchers identified roadblocks to use of word recognition clues by ABRs. Based on data and feedback from local and state piloting and general principles of learning, the project staff developed the following strategies for ABRs: phonemic cue, segmenting, phonemic/syntactic, /e/, spelling cluster, and semantic cueing. After finalizing these strategies, the project staff developed a series of modules for use in training adult basic education (ABE) teachers in using the modules. To facilitate their acceptance, the modules were presented in a workshop format. The final phase of the project involved a field test of two pilot modules dealing with segmenting and the variable vowel /e/. Teachers' reaction to these modules showed that 90 percent of those evaluating the module on segmenting and 57 percent of those evaluating the module on the vowel /e/ felt that the modules complemented or facilitated the teaching of their existing reading programs. (The two teacher questionnaires are appended.) (MN)

ED 239 073 CE 037 308

Hamel, Cheryl J. *And Others*

Analyses of Recruit Training Practices Related to

the Military Performance of Enlisted Navy Women. Technical Note 10-83.

Naval Training Analysis and Evaluation Group, Orlando, Fla.

Report No.—TAEG-TN-10-83

Pub Date—Dec 83

Note—67p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, \*Enlisted Personnel, \*Females, Males, \*Military Training, \*Performance, \*Sex Differences, \*Sex Fairness, Womens Education

Identifiers—\*Navy

A study was conducted to identify aspects of the training of male and female Navy recruits at the Recruit Training Command Orlando that might lead to differential military performance. Current data on the military performance of enlisted Navy women recently graduated from recruit training were used to document reports of female-enlisted performance and define suggested problem areas in terms of observable behavior. Problem areas included military appearance, leadership, adaptability, pregnancy and child care, and military customs. Findings of a comparison of recruit training for men and women were that the Navy recruit training curriculum is identical for men and women; the same level of performance is officially required for all recruits; many staff members are unprepared for leading recruits of the opposite sex; and differences in backgrounds of male and female company commanders result in different role models. These recommended changes in recruit training were suggested: a training program for division officers; expanded use of mixed general leadership of companies and divisions; instruction on wearing dress uniforms and grooming for female recruits; and improved technical training on military customs. (A military performance checklist and literature review are appended.) (YLB)

ED 239 074 CE 037 920

Cica, John T.

Administrative Survey of Fiscal Year 1982-83 Adult Basic Education Programs in the Commonwealth of Pennsylvania.

Pennsylvania State Dept. of Education, Harrisburg. Div. of Research and Evaluation.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Adult Basic Education Section.

Pub Date—Nov 83

Note—121p; For a related document, see ED 227 333.

Available from—Pennsylvania Dept. of Education Resource Center, P.O. Box 911, 333 Market Street, 11th Floor, Harrisburg, PA 17108.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Academic Achievement, \*Adult Basic Education, \*Adult Programs, Advisory Committees, Curriculum, Delivery Systems, Demography, Dropout Rate, Educational Needs, Educational Trends, Enrollment, Individual Needs, Inservice Teacher Education, Instructional Materials, Program Costs, Program Effectiveness, \*Program Implementation, School Holding Power, Services, State Programs, \*Student Characteristics, Student Evaluation, Student Recruitment, \*Teacher Characteristics, Teacher Responsibility, Teacher Role  
Identifiers—310 Project, \*Pennsylvania, Special Needs Students

An administrative survey of Adult Basic Education (ABE) programs in Pennsylvania during fiscal 1982-83 indicated that, although the level of funding for adult education programs was reduced from 1981-82 and 1982-83, progress was made in increasing the availability of programs throughout the state. However, the rate of enrollees who dropped out of the program before completing 12 hours or before meeting their personal objectives increased. In addition, 290 fewer classes and 2,970 fewer students were served. Demographic characteristics of the students enrolled in 1982-83 were similar to those of students enrolled in the past year. With a 6.6 percent decrease in vocational staff from the previous year, an analysis of job function showed an increase in the proportion of supervisors and decreases in the number of administrators. Despite problems arising from insufficient funding, data from the survey suggest that administrators of the Pennsylvania ABE programs are committed to, and are making progress toward, achieving the goals of the Adult Education State Plan. (MN)

ED 239 075

CE 037 921

Duenk, Lester G.

Traditional Occupational Analysis and Contemporary CBVE Instruction.

Pub Date—Dec 83

Note—38p; Paper presented at the American Vocational Association Convention (Anaheim, CA, December 2-6, 1983).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavioral Objectives, Comparative Analysis, Competence, \*Competency Based Education, \*Curriculum Development, \*Educational Needs, Employment Qualifications, Guidelines, \*Job Analysis, \*Job Skills, Needs Assessment, Secondary Education, Teacher Role, \*Trade and Industrial Education  
Identifiers—\*Fryklund (Verne C)

Trade and industrial educators were pioneers in the development and practice of occupational analysis as utilized in curriculum development and improvement. In the 1940s, Verne C. Fryklund refined the existing system of occupational analysis and introduced it into public school industrial arts educational programs. The basic concept of Fryklund's analysis system was to break down technical information and skills into elemental parts that, when learned well, could be combined into larger units of work called jobs. More recently, curriculum guides have become increasingly complex, to the point where they are more abstract and less practical in the classrooms. While nothing is wrong with the contemporary approach to job analysis, it has become so finely tuned that ordinary laboratory teachers with a minimal research and development background are often uncomfortable with it and avoid getting involved in occupational analysis themselves. This does not have to be the case since trade and industrial teachers have had a simple, yet truly superior, analysis system for over 40 years. Trade and industrial education teachers should not lose their heritage in occupational analysis but, rather, should use Fryklund's system of occupational analysis to have more influence on contemporary curriculum development. (Appended to this report is a guide for developing the Fryklund system of occupational analysis.) (MN)

ED 239 076

CE 037 927

Electrical Occupations Cluster Guide. Develop and Implement Model Electrical Cluster Program.

Portland Public Schools, Oreg.

Spons Agency—Oregon State Dept. of Education,

Salem. Career and Vocational Education Section.

Pub Date—Oct 83

Grant—26-001-995

Note—120p; Revised edition of "Curriculum Guide for Electrical Occupations," ED 150 401.

For related documents, see CE 037 928-931.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Behavioral Objectives, Career Education, \*Career Exploration, Cluster Grouping, Competency Based Education, Curriculum Development, Definitions, Educational Objectives, Educational Planning, \*Electrical Occupations, \*Employment Opportunities, \*Employment Qualifications, Evaluation Criteria, Guidelines, Individualized Instruction, Job Skills, Labor Market, Learning Activities, \*Occupational Clusters, Program Development, Program Implementation, Secondary Education, State Curriculum Guides, Student Evaluation, Testing, \*Trade and Industrial Education  
Identifiers—Oregon

This curriculum guide deals with electrical occupations clusters. The first section of the guide introduces vocational and career education in general, and electrical occupational education in particular; provides definitions of commonly used terms; and lists guidelines for establishing acceptable secondary vocational programs in Oregon. In the next section, a small but representative sample of electrical occupations is analyzed in terms of the labor market trends and common skill requirements, from the student's point of view as well as from the teacher's. Also addressed are goal-based planning and the objectives of occupational clusters, the need for individualized instruction, suggestions for an electrical occupations cluster curriculum, guidelines for establishing a high school cluster program, and ideas for core and elective courses. The fourth section offers program goals, course goals, and learning activities for nine phases of the career education process:

safety; technical communications; mathematical calculations; tools and equipment; tests and measurements; assembly, maintenance, and repair; electrical and electronic theory; human relations; and careers. Concluding the guide are a discussion of the need for assessment and suggestions for a number of assessment activities. Appendixes to the guide include a certificate of competency, a job descriptions form, and a brief list of resources. (MN)

**ED 239 077** CE 037 928  
Electrical Occupations Curriculum Guide, Levels 1 and 2. Develop and Implement Model Electrical Cluster Program.

Portland Public Schools, Ore.  
Spons Agency—Oregon State Dept. of Education, Salem. Career and Vocational Education Section.  
Pub Date—Oct 83  
Grant—26-001-995  
Note—178p.; For related documents, see CE 037 927-931.

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Behavioral Objectives, Classroom Techniques, Communication Skills, Definitions, \*Electrical Occupations, \*Electrical Systems, Employment Opportunities, \*Equipment Maintenance, Equipment Utilization, Glossaries, Guidelines, Human Relations, Instructional Development, Instructional Materials, Intermediate Grades, Job Skills, Junior High Schools, Learning Activities, Mathematics Skills, Measurement Techniques, Program Implementation, Safety, Teaching Methods, \*Trade and Industrial Education

This curriculum guide contains materials for use in implementing a two-level course in electrical occupations that is designed for students in the sixth, seventh, and eighth grades. Addressed in the course are the following topics: safety; technical communications; mathematics; tools and equipment; testing and measurement; electrical and electronic theory; assembly, maintenance, and repair; human relations; and careers. The first section of the guide includes instructions for its use, suggested teaching procedures, notes on the depth of instruction, and a glossary of terms. Provided next are concept lists and instructional planning (learning activity), exploration (instructional text and self-quiz), and project (laboratory exercise) sheets for use in each of the two levels of the course. Appended to the guide are a safety guide sheet, a project sheet, a bibliography, a circuit trainer exploration sheet, tool requirement lists, a glossary of terms, and a skills card. (MN)

**ED 239 078** CE 037 929  
Electrical Occupations Curriculum Guide, Levels 3 through 6. Develop and Implement Model Electrical Cluster Program.

Portland Public Schools, Ore.  
Spons Agency—Oregon State Dept. of Education, Salem. Career and Vocational Education Section.  
Pub Date—Oct 83  
Grant—26-001-995  
Note—145p.; For related documents, see CE 037 927-931.

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Behavioral Objectives, Communication Skills, Definitions, \*Electrical Appliances, \*Electrical Occupations, \*Electrical Systems, Electric Circuits, \*Electricity, Electronic Equipment, \*Electronics, Electronics Industry, Employment Opportunities, \*Equipment Maintenance, Equipment Utilization, Glossaries, Guidelines, High Schools, Human Relations, Instructional Materials, Learning Activities, Power Technology, Program Implementation, Safety, Secondary Education, \*Trade and Industrial Education, Units of Study

This curriculum guide contains materials for use in implementing four levels of a course in electrical occupations that is designed for students in grades 9-12. Presented first are concept lists, instructional planning (learning activity) sheets, and project sheets for use in teaching the third and fourth levels of the course. Level V instructional units include the following topics: electrical construction and troubleshooting, power supplies, solid state devices, amplification, and digital fundamentals. Provided for use in the sixth level of the course are instructional units dealing with AM-FM radios, audio systems, television systems, digital systems and microprocessors, solid state devices, and appliance repair. Appended to the guide contain safety and project guide sheets, a bibliography, a circuit trainer exploration sheet, tool requirement lists, a glossary of applied technology, and a skills card. (MN)

ration sheet, tool requirement lists, a glossary of applied technology, and a skills card. (MN)

**ED 239 079** CE 037 930  
Electrical Occupations Partnership Guide. Develop and Implement Model Electrical Cluster Program.

Portland Public Schools, Ore.  
Spons Agency—Oregon State Dept. of Education, Salem. Career and Vocational Education Section.  
Pub Date—Oct 83  
Grant—26-001-995  
Note—48p.; For related documents, see CE 037 927-931.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Guides, Check Lists, \*Cooperative Planning, \*Cooperative Programs, Data Collection, \*Educational Cooperation, Educational Needs, Educational Objectives, Educational Planning, \*Electrical Occupations, Electricity, Electronics, Followup Studies, Guidelines, Needs Assessment, Objectives, Program Development, Program Implementation, Questionnaires, Resources, \*School Business Relationship, Secondary Education, Surveys, \*Trade and Industrial Education

Identifiers—Employer Surveys, Oregon

This guide is intended to help educational planners in building partnerships between educators teaching courses in electrical occupations and the business, industry, and labor sectors of their communities. The guide, which is written in outline form, includes concept statements, explanations of concept statements, examples, and step-by-step procedures for utilizing concepts to achieve the following objectives: establishing the need for a partnership, defining education's expectations, identifying what industry is willing to contribute, identifying the partners in a cooperative program, establishing common goals and objectives, utilizing a plan of work, and maintaining the partnership. Appended to the guide are a list of goals for partnership; a proposal for sharing with business, industry, and labor; a resource directory information collection instrument; a list of the duties of a project monitor; questions for use in collecting evaluation information; and two follow-up surveys. (MN)

**ED 239 080** CE 037 931  
Electrical Occupations Career Guidance Guide. Develop and Implement Model Electrical Cluster Program.

Portland Public Schools, Ore.  
Spons Agency—Oregon State Dept. of Education, Salem. Career and Vocational Education Section.  
Pub Date—Oct 83  
Grant—26-001-995  
Note—123p.; For related documents, see CE 037 927-930.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Advisory Committees, Apprenticeships, Articulation (Education), Career Education, \*Career Guidance, \*Cocounseling, Cooperative Programs, \*Counseling Objectives, Counseling Services, \*Counseling Techniques, Counselor Role, Data Collection, Disabilities, Disadvantaged, Educational Strategies, Education Work Relationship, \*Electrical Occupations, Electricity, Electronics, Females, Followup Studies, Guidelines, High Schools, Job Placement, Junior High Schools, Minicourses, Program Development, Program Implementation, Secondary Education, Staff Development, Student Organizations, Student Placement, Teacher Role, \*Trade and Industrial Education, Work Experience Programs

Identifiers—Oregon

This guide deals with the development and implementation of a teacher-centered team-approach program for providing career guidance to students in electrical occupations courses. The first part of the guide examines various goals of a career guidance program for students in electrical and electronics courses, including helping middle school students progress from exploratory courses to preparatory courses to actual electricity and electronics courses in high school, helping students prepare for postsecondary training and employment, increasing staff effectiveness in meeting the needs of disabled and disadvantaged students, defining the role of cooperative work experience programs in electricity and electronics, creating student organizations in connection with an electricity and electronics program, and establishing procedures for follow-up

with graduates and employers. Addressed next are females and electronics, horizontal articulation, agenda project resources, career exploration strategies, youth organizations, math and science career exploration and special minicourses, cooperative work experience advisory committees, follow-up study samples, and outside speakers for electronics classes. (MN)

**ED 239 081** CE 037 933  
Lloyd, Jo. And Others

Computer Literacy. Part I-A Manager's Guide. A Staff Development Publication.

Further Education Unit, London (England).  
Report No.—ISBN-0-946469-80-6  
Pub Date—Nov 83

Note—62p.; For Part II of this project, see CE 037 934.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, College Curriculum, \*Computer Literacy, \*Computer Oriented Programs, \*Curriculum Development, \*Educational Resources, Evaluation Methods, Guidelines, Inservice Teacher Education, Instructional Materials, Job Training, \*Microcomputers, Postsecondary Education, \*Program Development, Program Implementation, Staff Development, Vocabulary, Vocational Education

Identifiers—Great Britain

This report is a guide for colleges of further education and training agencies in Great Britain on implementing computer literacy components of further education and training programs. The report gives findings and recommendations for the role and implementation of computer literacy based on a 2-year curriculum research project funded by the Further Education Unit centered at Gloucestershire College of Arts and Technology. While the primary aim of the project was to develop and evaluate curricula, hardware, software, and other resources for computer literacy in vocational preparation programs, the material described is suitable for teaching computer literacy to the uninitiated throughout the entire age range covered by further and adult education. This volume is intended primarily for providers of computer literacy such as college principals, vice principals, and heads of departments. It contains three chapters that provide an overview of computer literacy in the context of educational and training programs; give content, resource, and staff development recommendations; and provide strategies for assessment. A glossary of vocational education and other education and training terms appropriate to computer literacy is included in this volume. (KC)

**ED 239 082** CE 037 934  
Lloyd, Jo. And Others

Computer Literacy. Part II-A Teacher's Guide. A Staff Development Publication.

Further Education Unit, London (England).  
Report No.—ISBN-0-946469-85-7  
Pub Date—Dec 83

Note—541p.; For Part I of this project, see CE 037 933.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF02/PC22 Plus Postage.

Descriptors—Behavioral Objectives, Business Education, Classroom Techniques, \*Computer Literacy, \*Computer Oriented Programs, Fused Curriculum, Glossaries, Guidelines, Instructional Materials, Learning Modules, \*Microcomputers, Office Occupations Education, Postsecondary Education, Program Development, \*Programming, Staff Development, Student Evaluation, Trade and Industrial Education, Vocational Education

This teacher's guide, consisting of learning modules, lists of resources, and assessment recommendations, is designed as a tool for developing a computer literacy component of an existing prevocational course or in teaching a free-standing computer literacy course. A list of aims and objectives for a computer literacy course is provided first. Included in the next section of the guide are 57 learning modules that address the following areas: computer basics; computer programming; business, office, industrial, social, and other applications of computers; site visits; and assessment. The remaining four chapters cover resources, classroom management strategies, use of the materials for staff training, and project maintenance. Each of the learning modules includes a list of objectives; initial, midcourse, and final assessment recommendations; student assessment materials; worksheets; project outlines; and lists of recommended films, videos,



and software. Appended to the guide are nine computer programs, a glossary of computer literacy terms, and a series of useful addresses. (MN)

**ED 239 083** CE 037 936

Watkins, Larae Miller, Larry E.

Perceptions of the Value of Extended Service in Horticulture. Summary of Research Series.

Ohio State Univ., Columbus. Dept. of Agricultural Education.

Report No.—OSU-SR-32

Pub Date—84

Note—12p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Attitudes, \*Agricultural Education, Educational Benefits, \*Employer Attitudes, High School Students, \*Horticulture, Parent Attitudes, Program Attitudes, Secondary Education, \*Student Attitudes, Summer Programs, Teacher Responsibility, Vocational Education

Identifiers—Ohio

The purpose of this research was to explore the perceptions of vocational horticulture students, parents, horticultural industrial employers, and school administrators concerning the value of extended service contracts (summer programs) in horticulture. Twenty schools were randomly selected from the 66 Ohio secondary schools having vocational horticultural programs, and students were given questionnaires. From these questionnaires, five were selected from each school; five parents and five employers of students received questionnaires; all the teachers and administrators at each of the schools received questionnaires as well. Of the numerous results obtained from the analysis, the most significant were the following: (1) parents, vocational horticultural students, and employers all responded that the summer program is an important part of the vocational horticultural program; (2) all four groups perceived of teachers as engaging in activities of supervising students' summer employment, advising summer Future Farmers of America activities, working with horticultural industrial employers, contacting community leaders, and updating and repairing school equipment; (3) students did not respond as strongly as parents and employers that knowledge and experience obtained during the summer were not obtainable during the school year; (4) frequency of teacher visits to job sites were viewed differently by students and employers, possibly because teachers paid more attention to employers than to students; and (5) all groups responded that the extended service contract should be continued even if federal/state monies are withdrawn. Recommendations were made to increase knowledge of the summer program and to open lines of communication among the groups involved. (KC)

**ED 239 084** CE 037 941

Consumer Education Curriculum.

RESCUE, Litchfield, CT.

Spons Agency—Connecticut State Dept. of Education, Hartford. Div. of Vocational and Adult Education.

Pub Date—31 Dec 83

Note—236p.; For a related document, see ED 215 944.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Behavioral Objectives, \*Consumer Economics, \*Consumer Education, \*Consumer Protection, \*Decision Making, Economics, Elementary Secondary Education, Guidelines, Instructional Materials, Learning Activities, \*Legal Responsibility, State Curriculum Guides, \*Values

Identifiers—Connecticut

This curriculum guide is intended to provide classroom teachers with an easily adaptable consumer education program that is appropriate for use with students in grades K-adult. In the first part of the guide, various consumer educational concepts are listed by grade and then by subject area. Discussed next are the suggested scope and sequence of the consumer education materials presented. The next section of the guide, an activities section, consists of learning activities dealing with the following areas: a value system for consumer education, decision-making procedures, the rights and responsibilities of consumers, and the role of the consumer in our economic system. Within each area, activities are grouped by grade level and are explained on activity sheets containing a title, competency number, grade level, suggested procedures, as well as handouts and supplemental materials. Concluding

the guide is a list of consumer educational resources and materials. (MN)

**ED 239 085** CE 037 942

Siewert, Carol Holman, Mary Frances

Preparation of Secondary School Teachers of Home Economics in Clothing and Textile Concepts.

Wisconsin Univ. - Stout, Menomonie. Dept. of Apparel, Textiles and Design.

Spons Agency—Wisconsin Home Economics Association.

Pub Date—Oct 83

Note—136p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Clothing Instruction, Educational Research, Home Economics, \*Home Economics Teachers, Institutional Characteristics, Secondary Education, Self Evaluation (Individuals), Teacher Attitudes, Teacher Background, \*Teacher Education, Teacher Qualifications, Teaching Experience, \*Textiles Instruction

A study was conducted to determine how prepared secondary school home economics teachers in Wisconsin are to deal with various clothing and textile orientations. A mail survey containing a list of 99 clothing and textile concepts was sent to a random sample of 250 teachers. Preparation level responses ranging from exceptional to very poor were ranked on a Likert-type scale. Analysis of variance and Newman-Kuels multiple comparison tests were used to test the hypotheses that no significant differences existed in estimate of preparation level due to (1) highest degree earned, (2) years of teaching experience, (3) type of school, and (4) size of school. No estimates of preparation level fell in the exceptional or very poor range. Groups of concepts that were rated the highest were "selection, use, and care of construction tools, equipment, and supplies"; "industrial/occupational training" and "careers and vocational opportunities" received the lowest group means. There were only small significant differences or no significant differences due to highest degree earned, years of teaching, and type or size of school. Years of experience had a somewhat greater effect on the estimate of preparation level than on the other three variables. (Appendixes include the questionnaire and 24 data tables.) (YLB)

**ED 239 086** CE 037 945

Woods, Diane E., Ed. And Others

The Clinical Model in Rehabilitation and Alternatives.

National Rehabilitation Counseling Association, Alexandria, VA.; World Rehabilitation Fund, Inc., New York, NY.

Report No.—ISBN-939986-36-1

Pub Date—83

Note—69p.

Available from—National Rehabilitation Counseling Association, 633 S. Washington Street, Alexandria, VA 22314 (\$5.00; 20 or more—\$4.00).

Pub Type—Collected Works - General (020) — Opinion Papers (120) — Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Educational Benefits, Educational Needs, Educational Objectives, Educational Policy, Educational Practices, \*Educational Strategies, \*Educational Therapy, Individualized Instruction, Intercultural Communication, \*Models, Needs Assessment, Policy Formation, Position Papers, Program Design, Program Development, Program Implementation, Rehabilitation, \*Rehabilitation Counseling, Rehabilitation Programs, Systems Approach, \*Vocational Rehabilitation

This book is a compilation of responses and reactions to a position paper by Dr. Joseph Stubbins entitled "The Clinical Model in Rehabilitation and Alternatives." The text of the position paper is presented along with a brief summary of the main points he made in it pertaining to the clinical model and the systems model. Also included in the volume are the following papers: "A Cross-Cultural Appreciation of The Clinical Attitude in Rehabilitation," by Paul Cornes; "Commentary on Joseph Stubbins' Paper and Monograph on the Clinical Model in Rehabilitation and Some Alternatives," by Patricia Livingston; "Comments on Joseph Stubbins' Material on the Clinical Model in Vocational Rehabilitation," by Monroe Berkowitz; "The Vocational Rehabilitation System," by David Vandergoot; "The Clinical Attitude in Rehabilitation Alternatives...A Reaction," by Donald Galvin; "Rehabilita-

tion: An Historical Perspective," by Edward D. Berkowitz; "The Power in Positive Rehabilitation," by William Roth; "A Professional Colleague Responds," by Martha Walker; "Comments on the Clinical Attitude in Rehabilitation," by Harold Yaker; and "The Role of Academic and Scientific Communities," by Gerben DeJong. A summary by Joseph Stubbins of some conclusions reached at the meeting at Clark University and an assessment by Paul Cornes of the World Rehabilitation Fund Meetings on the Clinical Attitude in Rehabilitation and Alternatives conclude the volume. (MN)

**ED 239 087** CE 037 946

Kolberg, William H., Ed.

The Dislocated Worker. Preparing America's Workforce for New Jobs.

National Alliance of Business, Inc., Washington, D.C.

Report No.—ISBN-0-932020-26-7

Pub Date—Dec 83

Note—232p.; Derived from speeches and remarks at the National Conference on the Dislocated Worker (Pittsburgh, PA, April 1983).

Available from—Seven Locks Press, P.O. Box 37, Cabin John, MD 20818 (Hardcover—\$19.95, ISBN-0-932020-25-9; paperback—\$12.95).

Pub Type—Books (010) — Opinion Papers (120) — Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adults, \*Demonstration Programs, \*Dislocated Workers, \*Economic Change, Economic Development, Employment Patterns, Employment Programs, Employment Projections, Federal Legislation, Federal Programs, Job Lay-off, Job Search Methods, \*Labor Economics, \*Labor Market, Policy Formation, Public Policy, Retraining, Retrenchment, State Programs, Stress Variables, \*Unemployment

Identifiers—\*Job Training Partnership Act 1982, United States

This book examines the causes of worker displacement in the United States in the context of national economic change. It discusses the promising, through scattered, efforts already underway to help dislocated workers and outlines more far-reaching steps that can be taken with assistance of the federal Job Training Partnership Act of 1982. The book is a collection of essays and other comments by more than 50 contributors, including representatives of business, labor, and government who attended the National Conference on the Dislocated Worker convened by the National Alliance of Business. The contributors include the President of the United States, a governor, three mayors, a cross-section of the nation's corporate and union leadership, and high-ranking labor-management administrators from Germany, Sweden, and Canada. These contributors' works reveal the depth of the problems of industrial change and worker displacement and trace them to their root causes, while offering a showcase of programs and projects already underway to help dislocated workers. The writings are organized into 15 chapters covering the following broad content areas: mobilization of the public-private partnership, the economy in transition, labor-management models for dealing with the needs of dislocated workers, the Job Training Partnership Act, some private sector approaches, state responses to industrial shifts, community responses to economic dislocation, economic development strategies, lessons from abroad, lessons from pilot projects, strategies for preventing or delaying job loss, unemployment and stress, job search clubs, use of labor market information, and research and evaluation. (KC)

**ED 239 088** CE 037 947

Brady, Elaine

An Overview of the New Job Training System.

Survey Report I.

National Alliance of Business, Inc., Washington, D.C.

Report No.—ISBN-0-99713-600-1

Pub Date—Jan 84

Note—58p.

Available from—National Alliance of Business—Clearinghouse, P.O. Box 7207, Washington, DC 20044 (\$5.00; 10 or more—\$4.50 each).

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Delivery Systems, Dropouts, \*Economically Disadvantaged, \*Employment Programs, Federal Legislation, \*Federal Programs,

Interviews, \*Job Training, National Surveys, Program Administration, Questionnaires, Unemployment

Identifiers—\*Job Training Partnership Act 1982, \*Private Industry Councils, Service Delivery Areas

Of 596 service delivery areas (SDAs) administering the Job Training Partnership Act, 583 participated in a telephone survey regarding private industry council (PIC) and SDA activities. It was found that the number of local jurisdictions responsible for administering federally funded employment and training programs increased by 26 percent. One-quarter of the SDAs had fewer than the 200,000 persons necessary for automatic designation; more than half represented areas with populations under 300,000. About two-thirds were multi-jurisdictional. The legislative objective that business groups be involved in selection of business representatives on PICs was achieved in 91 percent of the cases. In 80 percent of SDAs, the same entity was grant recipient and program administrator. Nearly three-quarters of interviews reported an active role for the PIC in planning and evaluating local programs. High school dropouts and welfare recipients were most frequently identified as target populations. Major training agents were public school systems and private employers. Changes were anticipated due to the 70 percent stipulation. The majority of SDAs used performance contracting, provided supportive services, and planned on undertaking employment generating activities. (Appendixes include the questionnaire and a list of SDAs by state and type.) (YLB)

ED 239 089 CE 037 948

Employment and Training of Ex-Offenders: A

Community Program Approach.

Administrative Office of the United States Courts, Washington, DC. Div. of Probation; National Alliance of Business, Inc., Washington, D.C. Spons Agency—Department of Labor, Washington, D.C.

Report No.—ISBN-O-88713-500-5

Pub Date—83

Note—73p.

Available from—National Alliance of Business, 1015 15th Street, NW, Washington, DC 20005 (\$10.00; 10 or more—\$9.00 each).

Pub Type—Guides—General (050)

EDRS Price—MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Vocational Education, \*Agency Cooperation, \*Community Programs, Community Resources, Cooperative Planning, \*Coordination, Correctional Rehabilitation, Criminals, \*Employment Programs, Employment Services, Guidelines, \*Job Training, Models, Program Administration, \*Program Development, Program Implementation

Identifiers—\*Exoffenders

Intended for community leaders (public and private) and also for correctional leaders, this resource guide outlines the design of a model community-operated program to provide comprehensive services for the employment and training of ex-offenders. An introduction provides historical perspective and discusses the relationship between crime and unemployment. Next, a program description is presented that covers the need for a Community Alliance Program for Ex-Offenders (CAPE), CAPE concept, goal and objectives, leadership role, key elements of the CAPE program, employer contact, benefits, and beginning a local CAPE program. In the third section, the significant planning and development tasks involved in local program implementation are discussed. A section on program management outlines the coordinator functions and describes approaches to participant record tracking. The final section lists the basic components of a comprehensive service delivery system and discusses guidelines and implementation options for each of these services. Appendixes include a sample interagency agreement and other forms, names and addresses of individuals to contact for further information, and a bibliography. (YLB)

ED 239 090 CE 037 951

Whitney, Douglas R.

Summary of Phase One of the GED Testing Service Five-Year Review Process.

Pub Date—2 Dec 83

Note—19p.; Revised version of a paper presented at the National Adult Education Conference (Philadelphia, PA, December 2, 1983).

Pub Type—Reports—Research (143)—Speeches/-

Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Adult Education, \*Equivalency Tests, \*High School Equivalency Programs, High Schools, \*Objectives, \*Program Evaluation

Identifiers—\*General Educational Development Tests

The American Council on Education (ACE) Commission on Educational Credit and Credentials adopted a plan for a 5-year review of the General Educational Development (GED) program. This review process was intended to ensure that the GED program, which operates in Canada and other countries, as well as in the United States, will address and measure the educational outcomes expected of the GED examinees for the next decade. The five phases were (1) review of GED testing program goals, (2) review of test content, (3) review of test format, (4) development and norming of new tests, and (5) preparation of new program publications. During phase 1, the ACE Commission on Educational Credit and Credentials, the GED Advisory Committee, and state and province GED administrators were polled regarding the major purposes of the program. GED examiners and adult education teachers were also polled. Respondents indicated that the program exists primarily to provide an opportunity for individuals to earn a high school credential, that the tests should focus primarily on the educational outcomes of high school instruction, that the tests should measure a broad range of educational skills from basic through advanced, that test editions should continue to be developed in languages other than English, and that an appropriate normative basis for the scores should be retained. (The survey and results are appended.) (YLB)

ED 239 091

Fisher, James C.

CE 037 953

What Turns Older Adults on to Education. Research Describing Participation in Educational Activities by Active Older Adults.

Pub Date—Dec 83

Note—9p.; Paper presented at the National Adult Education Conference (Philadelphia, PA, December 1983).

Pub Type—Reports—Research (143)—Speeches/-Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Adult Education, \*Motivation, \*Older Adults, \*Participant Characteristics, \*Participation, Surveys

Identifiers—Wisconsin (Milwaukee County)

A study identified distinguishing characteristics of active older adults who participate in educational activities and measured factors that motivated participation. The dependent variables were participation and nonparticipation; independent variables were educational attainment, anomie, life satisfaction, and certain learning-related factors. A survey instrument was used with 786 older adults in Milwaukee County, Wisconsin. The participants differed statistically from the nonparticipants on each of the independent variables except life satisfaction. Participants averaged slightly above the 12th grade educational level, were less anomie, and were more likely to engage in self-directed learning experiences. Sponsors of educational activities in which they participated were LaFarge Lifelong Learning Institute, local churches, senior centers, and local colleges. Subjects participated in learning activities because they enjoyed being with other people, liked the challenge of learning, and were attracted by the usefulness of the subject matter. Obstacles inhibiting participation were lack of transportation, night classes, uninteresting courses, high cost, and lack of time. (YLB)

ED 239 092

Budke, Wesley E.

CE 037 958

Summary of State-Administered Program Improvement Projects in FY 1983.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—84

Contract—300-83-0016

Note—223p.

Pub Type—Reports—Research (143)—Reference Materials—Directories/Catalogs (132)

EDRS Price—MF01/PC09 Plus Postage.

Descriptors—Abstracts, Budgets, \*Curriculum Development, \*Demonstration Programs, Educational Finance, Expenditures, Financial Support,

Operating Expenses, Program Budgeting, \*Program Improvement, Research and Development, \*Resource Allocation, \*State Programs, Tables (Data), \*Vocational Education

Identifiers—\*Education Amendments 1976

A study examined state-administered vocational education program improvement projects funded in fiscal year 1983 under Subpart 3, Sections 131 (research), 132 (exemplary and innovative), and 133 (curriculum development) of the Education Amendments of 1976. Based on an evaluation of 573 projects, the researchers concluded that more funds are being allocated for supportive services than for program improvement. The fiscal 1983 percentage of funds allocated for research, exemplary and innovative, and curriculum development projects increased over 1982. Collectively, the states are obligating nearly twice as many funds to curriculum development as they are to the research, exemplary, and innovative activities. While the amount obligated for each project varies considerably, state improvement projects are being conducted by educational agencies and institutions at every level and are being focused on every educational level. The greatest number of projects have focused directly on improvement of instruction. It was also determined that teachers and coordinators are the primary users of nearly two-thirds of the products and services yielded by the projects. (Part 2 of this report is a compilation of resumes and a subject index for program improvement projects conducted through the state research coordinating units from July 1, 1982 to June 30, 1983.) (MN)

ED 239 093

Knop, Sheila A.

CE 037 965

A Profile of Colorado's Adult Learning Needs and Resources.

Spons Agency—Colorado Commission on Higher Education, Denver.

Pub Date—Sep 83

Note—22p.; Prepared by the Colorado Lifelong Learning Project. Print is small.

Available from—Lifelong Learning Project, University of Colorado, 2608 Avocet Road, Fort Collins, CO 80526 (\$2.75).

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Access to Education, \*Adult Education, Adults, \*Educational Needs, \*Educational Resources, \*Individual Needs, Lifelong Learning, \*Needs Assessment, \*Participant Characteristics

Identifiers—\*Colorado

This report summarizes findings of the Colorado Lifelong Learning Project regarding learning needs of Colorado adults and resources currently available to meet those needs. It is divided into three sections. First, demographic and socioeconomic trends along with adult role responsibilities and life transitions that imply learning needs are described. Relationships between individual learning needs and collective learning needs are discussed. Profiles of adults who have a propensity to participate in learning activities are contrasted with profiles of people who are considerably underrepresented in learning activities. Second, learning resources currently available to Colorado adults are examined. Private sector resources are commented on; publicly sponsored resources are described in more detail. Organizational factors that affect adults' access to learning resources are noted. The final section briefly treats implications of this assessment of needs and resources and suggests that policy questions about adult learning services are different than those being asked about youth education. (YLB)

ED 239 094

Knop, Sheila

CE 037 966

Policy Options Affecting Adult Learning Services in Colorado. Summary Report.

Spons Agency—Colorado Commission on Higher Education, Denver.

Pub Date—Nov 83

Note—18p.; Prepared by the Colorado Lifelong Learning Project.

Available from—Lifelong Learning Project, University of Colorado, 2608 Avocet Road, Fort Collins, CO 80526 (\$2.50).

Pub Type—Opinion Papers (120)—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Access to Education, \*Adult Education, Coordination, Educational Cooperation, \*Educational Policy, Educational Research, \*Government Role, Incentives, \*State Government, \*Statewide Planning, Surveys

## Identifiers—\*Colorado

Several categories of problems affecting adult learning services in Colorado require state-level policy intervention for their solution. They include problems that limit adults' access to existing learning services, inadequacies in existing services, deficiencies in statewide planning and coordination of learning services, and financial inequities. Policy options that could be pursued to resolve issues and problems involve clarification of state responsibility, incentives for action, programmatic thrusts, leadership and state agency reorganization, and finance. Surveys of Colorado lay leaders and educators regarding their preferences for policy priorities show that they favor (1) policy provisions that cause state government and educational institutions to share responsibility for adult learning services with local and private groups; (2) funding approaches that provide incentives for schools and colleges to offer educational programs, for business and industry to encourage employee education, and for students to take advantage of educational opportunities; and (3) special attention for certain groups. Policymakers must choose either to develop a long-range plan addressing many policy aims or limit attention to important or feasible aims. The need for policy discussions is evident within and between educational institutions, local communities, and business-industry groups. (YLB)

ED 239 095

CE 037 968

Skinner, Mary J. Alley, William E.

Performance of Retrained Airmen in Air Force Technical Schools (Revised). Interim Report for Period January 1981-August 1982.

Air Force Human Resources Lab., Brooks AFB, Tex. Manpower and Personnel Div.  
Report No.—AFHRL-TR-83-18

Pub Date—Jan 84

Note—39p.; Supersedes AFHRL-TR-80-7.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academic Achievement, Adult Education, Adult Vocational Education, Armed Forces, Attrition (Research Studies), \*Career Change, \*Enlisted Personnel, Military Service, Military Training, Multiple Regression Analysis, \*Retraining, \*Transfer of Training, \*Vocational Attitude

Identifiers—\*Air Force

Research was conducted to determine the effect of changing occupational specialties on the performance of Air Force retrained enlistees attending basic technical schools. The academic performance and attrition rates of approximately 20,000 retrainees and 230,000 nonprior-service enlistees (nonretrainees) attending 272 schools were compared. Multiple linear regression analyses of data from historical personnel records examined the relationship among school performance criteria, retraining status, and aptitude as well as the amount of military service, career status, and background experience acquired prior to retraining. Results indicated the performance of retrainees was comparable or superior to nonretrainees with equivalent aptitudes. Among retrainees, performance generally increased as more time was spent in military service before changing specialties. Retrainees who were career airmen with more than three years of service tended to do better than noncareer airmen in training. Experience in a specialty with the same aptitude index (mechanical, administrative, general, or electronics) as the retraining specialty typically facilitated performance. A characteristic increasing relationship between aptitude and success in technical training was found. (Technical specifications and data tables are appended.) (YLB)

ED 239 096

CE 037 971

Ruby, Ralph Jr.

Increasing Use of Microcomputers in Business Education.

Pub Date—5 Dec 83

Note—13p.; Presented at the American Vocational Association Convention (Anaheim, CA, December 5, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Business Education, \*Computer Assisted Instruction, \*Computer Managed Instruction, \*Computer Programs, \*Curriculum Development, Diagnostic Teaching, Faculty Development, High Schools, Material Development, \*Microcomputers, Secondary Education, \*Teacher Education

In some aspects, high school business education is the answer to the computer advocate's prayer. Because business education on the secondary level deals in part with numbers, measurement, word processing, and transfer of data by electronic means, it invites computer-aided instruction (CAI) and computer-managed instruction (CMI). The first requirement for the introduction of CAI is to develop teacher understanding of the computer. Higher education, inservice courses, and training programs are needed in keyboarding, word processing, spreadsheet, and database management. What is business education doing regarding use of microcomputers? It is not emphasizing the need for good keyboarding competence; it is neglecting English language instruction; it uses software designed for business as courseware. Business education needs are development of computer-assisted diagnostic (CAD) and prescriptive instruction (PI) and courseware that contains teacher management programs. The leaders in business education need to design a new curriculum to reflect the infusion of the microcomputer. New course titles and outlines are needed. Courseware needs to be developed to incorporate CAD, PI, and teacher management programs, and teachers need to be retrained in the use of the microcomputer and its appropriate courseware. (YLB)

ED 239 097

CE 037 974

Pfister, Jill Newcomb, L. H.

Evaluation of the Student Teaching Program in Agricultural Education at the Ohio State University. Summary of Research.

Ohio State Univ., Columbus. Dept. of Agricultural Education.

Report No.—OSU-SR-33

Pub Date—84

Note—22p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Attitudes, \*Administrator Evaluation, \*Agricultural Education, Cooperating Teachers, Preservice Teacher Education, \*Program Effectiveness, Program Evaluation, Student Attitudes, Student Teachers, Student Teacher Supervisors, \*Student Teaching, Teacher Attitudes, Teacher Effectiveness, \*Teacher Evaluation, \*Vocational Education, Vocational Education Teachers

Identifiers—\*Ohio State University

To evaluate the student teaching program in agricultural education at The Ohio State University, university supervisors, cooperating teachers, and student teachers were asked their perceptions regarding the need for experiences and assignments and the extent to which they were accomplished. Cooperating teachers and student teachers also rated the performance of university supervisors in supervision of student teachers, and university supervisors and student teachers rated the performance of cooperating teachers. Data were collected by mailed questionnaires, face-to-face interviews, and telephone interviews. All but two experiences expected during student teaching were considered essential, and the student teachers were perceived to be adequately prepared to teach. All assignments were rated desirable except two that were rated essential. A majority of the assignments were rated as satisfactorily accomplished. Generally rated as above average, university supervisors needed more emphasis on prior evaluation of student teachers' lesson plans and service as a resource person for cooperating teachers. Cooperating teachers needed greater emphasis on feedback on lesson plans prior to teaching, evaluation of student teacher's performance, and provision for experience in adult and/or continuing education and supervised occupational experience visits. Better preparation of cooperating teachers and changes in assignments were recommended. (YLB)

ED 239 098

CE 037 977

Vocational Education and Defense Preparedness Seminar Proceedings (Arlington, Virginia, September 29-October 1, 1982).

American Vocational Association, Inc., Arlington, Va.; Department of Defense, Washington, D.C.; Department of Education, Washington, DC.

Pub Date—82

Note—76p.

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Abstracts, Agency Cooperation, Case Studies, Civil Defense, \*Cooperative Planning,

Cooperative Programs, Educational Cooperation, Educational Needs, Educational Objectives, \*Educational Policy, Educational Practices, Futures (of Society), \*Government School Relationship, Industrialization, Military Personnel, Military Training, \*National Defense, Outreach Programs, Postsecondary Education, Program Descriptions, Program Development, Program Implementation, Public Policy, Recruitment, \*School Role, Secondary Education, Shared Facilities, Shared Services, Technical Education, Technological Advancement, \*Vocational Education

Identifiers—Civilian Service, Department of Defense, Department of Education, Shared Resources

These proceedings provide an overview of the major areas covered at a seminar on the relationship between vocational education and defense preparedness. Discussed first are strategies for improving collaborative efforts by vocational education and the Department of Defense for the purpose of increasing defense preparedness. The next five sections of the volume summarize the major ideas and outline the illustrative programs that conference participants introduced in their discussions of the following topics: a defense-related industrial base and Department of Defense active military forces, civilian employees, reserve military forces, and military accessions. Examined in the concluding chapter are the major points raised pertaining to each of these five areas as well as other roles for vocational education with respect to collaboration, outreach, and greater use of facilities and resources. Appendixes to the proceedings include a seminar agenda as well as remarks by the Deputy Secretary of Defense, the Secretary of Education, the executive director of the American Vocational Association, and the Assistant Secretary of Vocational and Adult Education. (MN)

ED 239 099

CE 037 978

A Systematic Approach to Improving the Training

Process in CIDS, Training Journal.

National Vocational Guidance Association, Washington, D.C.

Spons Agency—National Governors' Association, Washington, D.C.; National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.

Pub Date—81

Note—75p.; Workshop conducted at the American Personnel and Guidance Association Convention (St. Louis, MO, April 8-10, 1981).

Pub Type—Guides - Classroom - Learner (051) — Collected Works - Proceedings (021)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Adult Education, \*Adult Learning, Adult Students, Check Lists, \*Classroom Techniques, Educational Needs, Educational Strategies, Guidelines, Learning Activities, Needs Assessment, Program Design, Program Evaluation, Program Implementation, Records (Forms), Student Characteristics, Student Needs, Systems Approach, \*Teaching Methods, Teaching Skills, Trainers, \*Training Methods, \*Training Objectives

Identifiers—\*Career Information Delivery Systems

This training journal, a product of the Career Information Delivery Systems (CIDS) Project, is designed to provide trainers with the necessary training delivery skills needed to create effective adult learning experiences. Addressed in the individual units of the journal are the following topics: basic elements of training experiences (content and process observers); change agency (five major orientations toward change); training program design and evaluation (issues in defining a training need, the identification of training needs, and a methods primer); and conducting training (a training session checklist and five major steps involved in conducting training). Each unit contains a central objective, terminal objectives, instructional text, and exercises. (MN)

ED 239 100

CE 037 984

Miller, W. Wade Vogelzung, Steven K.

Importance of Including Mathematical Concepts Instruction as a Part of the Vocational Agricultural Program of Study.

Pub Date—83

Note—14p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Attitudes, \*Agricultural Education, \*Educational Needs, Fused Curriculum, High School Students, Job Skills,



\*Mathematical Concepts, Mathematics Skills, Needs Assessment, Parent Attitudes, Program Content, \*Relevance (Education), \*School Role, Secondary Education, State Surveys, Student Attitudes, Teacher Attitudes, \*Vocational Education, Vocational Education Teachers

Identifiers—*Iowa*

A study examined the views of principals, teachers, parents, and students pertaining to the role of vocational agriculture in developing and enhancing certain mathematical skills. During the study, researchers interviewed 36 secondary vocational agricultural teachers, 35 math teachers, 35 principals, 137 students, and 260 parents of students enrolled in 36 high school vocational agricultural programs throughout Iowa. All thirteen of the math concepts examined in the study were consistently regarded as being of greater-than-average importance to students studying in vocational agricultural programs. The math and vocational teachers' responses provided significantly higher mean scores than did the students' and parents' responses. Based on the responses of the study participants, recommendations were made calling for the following actions: inclusion of all 13 math concepts as part of the instructional program for vocational agriculture, with special emphasis on converting units of measure and on the use of whole numbers; recognition on the part of educators of the need to incorporate applied math concepts into the vocational agricultural course of study; and reliance upon mathematics teachers as a source of assistance for agricultural educators who are developing agricultural teaching materials and lesson plans incorporating applied math concepts. (MN)

ED 239 101

CE 037 986

*Knight, Mary*

Curriculum Articulation as a Means of Meeting the High Technology Challenge.

Pub Date—4 Dec 83

Note—8p; Paper presented at the American Vocational Association Convention (Anaheim, CA, December 4, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Articulation (Education), Community Colleges, \*Educational Cooperation, \*Educational Improvement, \*Educational Needs, Educational Trends, \*Futures (of Society), Program Improvement, Secondary Education, State Legislation, Statewide Planning, Two Year Colleges, \*Vocational Education, Vocational Schools

Identifiers—*Florida*

Education is being constantly criticized for its failure to produce literate graduates. Reformers are urging a return to basics, a more rigorous curriculum, and results that can be measured on achievement tests. Vocational education also is being criticized. Opponents think that vocational education prepares graduates for a narrow range of job skills that soon become obsolete. To defuse such criticism and do a better job of preparing students for the future, vocational education will have to change. More emphasis should be put on preparing students for a broad spectrum of jobs and for the retraining they will probably face in the future. At the same time, vocational education will have to improve coordination of programs between secondary schools, community colleges, and vocational institutes so that students can receive the training they need without wasting time in moving from one program to another. Program planners on all levels must begin to work together to reduce institutional jealousies in order to provide coordinated programs that prepare vocational students for the future. If vocational educators do not improve articulation voluntarily, state legislatures will enact laws to force them to do so. Florida, for example, has enacted legislation that mandates coordinated programs between various levels and sets statewide standards for courses, while putting tighter controls on the offerings of community colleges and vocational institutes. Vocational education can meet the needs of students if vocational educators cooperate to increase articulation between and among their programs. (KC)

ED 239 102

CE 037 987

*Scanlon, Dennis C. And Others*

Recruitment Barriers to Vocational Education Programs as Perceived by Students, Teachers, Counselors and Administrators.

Pub Date—Dec 83

Note—21p; Paper presented at the American Vo-

national Association Convention (Anaheim, CA, December 1983). For related documents, see ED 218 471 and ED 230 767.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Attitudes, Adults, Dropout Research, \*Dropouts, Educational Research, \*Out of School Youth, Postsecondary Education, \*School Holding Power, Student Attitudes, \*Student Recruitment, Success, Teacher Attitudes, Vocational Directors, \*Vocational Education

Identifiers—*Florida*

A study identified barriers to successful recruitment and retention of out-of-school youth in vocational education. Personal interviews with directors of the 10 area vocational schools participating in the study provided data on the degree of utilization and success of 35 recruiting practices. The recruiting practice perceived as most successful was "encouraging high school students to take courses while completing graduation requirements"; the practice utilized most frequently was "construction of display booths." A telephone survey instrument gathered data on student perception of program barriers. Ten barriers were cited 42 percent of the time as the major reasons for leaving the vocational program. Two were institutional, six situational, and two dispositional. The most frequently cited institutional barrier was "need for more guidance"; the most frequently cited dispositional barrier was "postponed plans temporarily"; the most frequently cited situational barrier was "need for financial aid." A mailed questionnaire generated data from administrators, teachers, and counselors on perceived barriers to program completion. The program barriers they perceived as having the greatest impact were student financial needs, student ability and willingness to attend classes regularly, and lack of student self-motivation. (YLB)

ED 239 103

CE 037 993

V.A. III Technical Information #1030. Revised.

Texas A and M Univ., College Station. Vocational Instructional Services.

Pub Date—Jan 83

Note—983p; For a related document, see ED 235 350.

Available from—Vocational Instructional Services, Texas A and M University, F.E. Box 182, College Station, TX 77843 (\$30.00).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF07 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Agricultural Education, \*Agricultural Engineering, \*Agronomy, \*Animal Husbandry, Curriculum Guides, Farm Accounts, \*Farm Management, Glossaries, Instructional Materials, Secondary Education, Soil Science, Transparencies, \*Vocational Education

Instructional materials provided for five areas of agricultural education: animal science, soil science, plant science, agricultural mechanics, and agricultural management. Animal science consists of four units on animal reproduction, livestock, wildlife, and livestock facilities. The three units on soil science are reading and interpreting soil maps, managing soils, and utilizing agencies that assist in soil and water conservation. The section on plant science has three units on plant breeding, harvesting, and identification and selection of fruits, vegetables, and ornamental plants. Agricultural mechanics contains five units: farm electricity, agricultural power, tractor maintenance, farm water supply and sanitation, and farm level. Agricultural management has eight units: an introduction, principles of economics, agricultural finance, agricultural planning, agricultural records, agricultural insurance, marketing, and agricultural programs and services. Each unit contains from one to eight topics. For each topic informative materials, narratives for transparencies, a list of references, and transparency masters are provided. Glossaries may be provided for a topic or for an entire section. (YLB)

ED 239 104

CE 037 997

Building Trades, Block II. Foundations.

Texas A and M Univ., College Station. Vocational Instructional Services.

Spons Agency—Texas Education Agency, Austin.

Dept. of Occupational Education and Technology.

Pub Date—83

Note—321p.

Available from—Vocational Instructional Services,

Texas A and M University, F.E. Box 182, College Station, TX 77843 (\$7.00).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, Blueprints, \*Building Trades, \*Carpentry, Construction (Process), Curriculum Guides, Learning Activities, Lesson Plans, Planning, Postsecondary Education, Secondary Education, Site Development, \*Structural Elements (Construction), Trade and Industrial Education

Twelve informational lessons and eleven manipulative lessons are provided on foundations as applied to the building trades. Informational lessons cover land measurements; blueprint reading; level instruments; building and site planning; building site preparation; laying out building lines; soil preparation and special evacuation; concrete forms; concrete reinforcement; cement/concrete; concrete mixes and mixing; and placing, finishing, and curing cement. Each informational lesson consists of an instructor's plan (aim, materials, references, prerequisites, a content outline with preparation/motivation, presentation of information, application/student activities, verification and/or evaluation, summary, suggested reading), information sheets, and assignment sheets. Manipulative lessons cover these topics: establish and/or check property boundary lines; establish preliminary building lines and mark for clearing; establish temporary bench mark; set grade stakes; lay out building lines and erect batter boards; prepare subbase for slab and beam foundation; erect forms for slab and beam foundation; erect forms for foundation footing, footing, and wall foundation; set and tie reinforcing steel; and place and finish concrete. Each manipulative lesson consists of an instructor's plan (aim, tools and equipment, materials, teaching aids, checking standards, an outline with preparation/motivation, presentation of skills, application, verification and/or evaluation, summary, suggested reading), job sheets, and task sheets. (YLB)

ED 239 105

CE 037 998

Machine Shop, Block II. Print Reading.

Texas A and M Univ., College Station. Vocational Instructional Services.

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date—83

Note—224p; For the student assignment book, see CE 037 999.

Available from—Vocational Instructional Services, Texas A and M University, F.E. Box 182, College Station, TX 77843 (\$5.80).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, \*Blueprints, Curriculum Guides, \*Drafting, Learning Activities, Lesson Plans, \*Machinists, \*Metal Working, \*Orthographic Projection, Postsecondary Education, Pretests Posttests, Secondary Education, Tests, Trade and Industrial Education

Identifiers—\*Sketching

These instructional materials provide eight lessons on print reading as applied to the machine shop course. Introductory materials include a list of the objectives and activities for each competency, a list of references, a student progress record, and a keyed copy of a pretest. The lessons cover the role of technical drawing in society; conventional lines; multi-view drawing or orthographic projection; abbreviations, dimensions, notes, and symbols in reading a print; sectional views; auxiliary views; orthographic sketching; and pictorial sketching. Additional lessons are provided on bolt patterns, gears, and assembly drawing. Each lesson consists of an informational section (subject, aim, teaching aids, materials, references, prerequisite experience of learner, and content outline with preparation/motivation, presentation of information, application/student activities, verification and/or evaluation, summary, suggested student reading), a copy of the information sheet contained in the student assignment book, and keyed copies of the student assignment sheets and test. A glossary is appended. (YLB)

ED 239 106

CE 037 999

Assignment Book in Print Reading for Machine Shop.

Texas A and M Univ., College Station. Vocational Instructional Services.

Spons Agency—Texas Education Agency, Austin.

Dept. of Occupational Education and Technology.  
Pub Date—83  
Note—173p.; For the teacher's guide, see CE 037 998.

Available from—Vocational Instructional Services, Texas A and M University, F.E. Box 182, College Station, TX 77843 (\$4.50).

Pub Type—Guides - Classroom - Learner (051)  
EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Blueprints, \*Drafting, Learning Activities, \*Machinists, \*Metal Working, \*Orthographic Projection, Postsecondary Education, Pretests Posttests, Secondary Education, Tests, Trade and Industrial Education  
Identifiers—\*Sketching

This student assignment book is designed for use in a course on print reading as applied to the machine shop course. Introductory materials include a student progress record, a list of references, and a pretest. For each of eight lessons, information sheets with one or more assignment sheets and a test are provided. The lessons cover the role of technical drawing in society; conventional lines; multi-view drawing or orthographic projection; abbreviations, dimensions, notes, and symbols in reading a print; sectional views; auxiliary views; orthographic sketching; and pictorial sketching. Additional assignment sheets are provided that relate to special machining operations, such as gears, assemblies, and hole patterns. A glossary is appended. (YLB)

ED 239 107 CE 038 013  
Craig, Paul G.

Structural Changes in the Economy and Future Job Prospects. Occasional Paper No. 92.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date—83

Note—21p.; Presentation delivered to the National Center for Research in Vocational Education staff (Columbus, OH, January 12, 1983).

Available from—National Center Publications, Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (OC 92-\$2.50).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Developed Nations, Developing Nations, \*Economic Change, Economic Climate, \*Economic Development, Economic Factors, Economic Opportunities, Industrialization, Postsecondary Education, Secondary Education, \*Technological Advancement, Unemployment, \*Vocational Education  
Identifiers—Recession

The United States is facing two major ongoing structural economic changes. First, the United States has helped create a world of open trade, and it is competing with underdeveloped countries who have an opportunity to industrialize very rapidly. Second, technological development is proceeding at a fast pace. High-wage industries in the United States, the Western industrial nations, and Japan will have to find profitable enterprises other than manufacturing because of the low-wage workers in the developing world. Economic opportunities need to be found in which American companies can do well enough to sustain present wage levels. The United States must cultivate or develop enough industries that are so technically advanced that they create near monopolies. Technical competence must first be enhanced greatly at the highest scientific level in the universities. Then, vocational and technical education must be delivered early, in the grade schools, high schools, and two-year postsecondary institutions. This recommendation requires finding funds to acquire expensive equipment, to change the curriculum, and to hire people who can deliver technical instruction. (Questions and answers about vocational education and economic change are appended.) (YLB)

ED 239 108 CE 038 014  
Steiner, Gerhard

Current Problems in Vocational Education in Switzerland: Report on a National Research Program. Occasional Paper No. 93.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date—83

Note—26p.; Comments delivered to the National Center for Research in Vocational Education (Columbus, OH, November 16, 1982).

Available from—National Center Publications,

Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (OC 93-\$2.75).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Apprenticeships, Displaced Homemakers, \*Educational Research, \*Education Work Relationship, Foreign Countries, \*National Programs, Postsecondary Education, \*Research Projects, Secondary Education, Teacher Education, \*Vocational Education  
Identifiers—\*Switzerland

Vocational education in Switzerland takes place mainly in three kinds of institutions. Apprentices receive training in small laboratories or workshops from a master, in larger companies from a special trainer, or in state or private workshops. Besides this job-oriented education, apprentices attend courses in vocational schools. Research in vocational education and work life in Switzerland is addressing these topics: vocational/professional education, adult education, education for special groups, humanization of work, technological change, unemployment, and new models for vocational education. The Swiss National Research Program focuses on three broad areas in vocational education. Research on personality development includes a learning-to-learn project for apprentices with learning problems or disabilities, a longitudinal study of apprentices, and projects to develop methods to help apprentices cope with transition from school to apprenticeship. Research projects on the organization of vocational/professional education seek to improve teachers' training, to characterize the needs of individuals who try to change their professional activities, and to elaborate and evaluate a curriculum for education in elementary economics. Research on transitions includes projects on homemakers' reentry, technological and organizational changes that influence work, and counseling for farm families. (Questions and answers about vocational education programs in Switzerland are appended.) (YLB)

ED 239 109 CE 038 015  
Silberman, Harry F.

Determining Goals for Vocational Education. Occasional Paper No. 96.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—Dec 83

Note—34p.; Paper presented to the National Center for Research in Vocational Education (Columbus, OH, June 21, 1983).

Available from—National Center Publications, Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (OC 96-\$2.75).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cooperative Education, \*Educational Attitudes, \*Educational Improvement, \*Educational Needs, \*Educational Objectives, Education Work Relationship, Employer Attitudes, Employment Problems, \*Futures (of Society), Secondary Education, \*Vocational Education, Work Experience Programs, Youth Employment  
Identifiers—United States

Education is constantly criticized for its "failures"—its "failure" to produce literate graduates, its "failure" to prepare students for the jobs of future technology, and its "failure" to reduce unemployment and establish equity for all students. However, these "failures" are not solely those of the schools, but of the larger society—a problem of the home, the schools, the corporations, and the government together. One criticism that has been leveled at vocational education is that it is too narrow; yet knowledge, skills, and attitudes, regardless of where they have been acquired, are not automatically transferred to other settings. Training must occur where the skills will be actually applied in order to be effective. However, such approaches can be expensive and difficult to implement. In order to serve students better, high schools should eliminate vocational tracking and provide both academic and vocational training for all students. Other factors that would enhance students' educational experiences would be changing courses to improve transferability of outcomes and acquiring better teachers and facilities through increased allocation of funding to schools. However, the schools cannot do it all. Home, school, work, and social groups must become true learning communities where youth have ready access to adult expertise, share their successes and

failures, and where everyone has a proprietary interest in what goes on. These goals will not be easy to achieve, but they provide a vision toward which we can strive. (KC)

ED 239 110 CE 038 041

Roach, Noreen

Futuring: Where Do We Go From Here?

Pub Date—5 Dec 83

Note—17p.; Paper presented at the American Vocational Association Convention (Anaheim, CA, December 5, 1983). Document may not reproduce well.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Data Analysis, Data Collection, Definitions, Demography, Economic Change, \*Educational Change, Educational Needs, Educational Objectives, \*Educational Planning, Educational Trends, \*Futures (of Society), Long Range Planning, Models, Needs Assessment, \*Occupational Home Economics, Organizational Change, Postsecondary Education, \*Program Improvement, Relevance (Education), Secondary Education, Social Change, State Departments of Education, \*Statewide Planning, Teacher Role, Trend Analysis

Identifiers—\*New York

The New York State Department of Education formed a committee called the Statewide Administrative Futuring Committee. The major purpose of the committee was to determine and assess the impact of the major trends that would affect education in New York State and to reorient the state's educational programs toward the future. Using data collected from literature reviews and from three surveys, the committee members determined that the primary challenges that will face occupational education in New York in the future are declining enrollments, financial restraints, and the changing business and industrial environment. To respond to these changes, the members of the futuring committee developed an educational futuring model for use in New York. Among the data collection and data analysis methods and techniques incorporated into the model were the following: trend analysis, Delphi survey techniques, surveys that include second round averages and responses, future wheels, and cross-impact matrices. When the model was applied to occupational home economics, it was concluded that perhaps the most important lesson that secondary vocational education could teach is that the student is in charge of his or her own life and career. In the future, the role of the home economics teacher will be that of a facilitator whose objective is to help students give rational direction to social change instead of merely responding to given situations. (MN)

ED 239 111 CE 038 043

Food Production & Service Curriculum Guide.

Michigan State Univ., East Lansing. Coll. of Agriculture and Natural Resources Education Inst. Spons Agency—Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.

Pub Date—[81]

Note—178p.

Available from—Michigan Vocational Education Resource Center, 133 Erickson Hall, Michigan State University, East Lansing, MI 48824.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Classroom Techniques, Competence, Competency Based Education, \*Cooking Instruction, \*Dining Facilities, Employment Potential, Food Handling Facilities, \*Food Processing Occupations, \*Food Service, \*Foods Instruction, Hospitality Occupations, Job Skills, Learning Activities, \*Occupational Home Economics, Program Development, Program Implementation, Secondary Education, State Curriculum Guides  
Identifiers—Cashiers, Michigan, Stock Clerks, Waiters Waitresses

This curriculum guide deals with planning and implementing a course in food production and service. Addressed in the course are the following topics: using basic food service processes; performing the tasks of a kitchen helper, stock clerk, baker's helper, pastry helper, cook's helper, pantry goods maker, short order cook, cook, dining room attendant, waiter/waitress, and cashier; and using employability skills. The guide consists of an introduction; a career ladder; a task listing; a list of tools and equipment; a bibliography; a sample stu-



dent achievement record; and a series of task sheets, each of which includes duty and task statements, achievement indicators, evaluation criteria, a list of tools and equipment, a list of resources, suggested student activities, and a teaching outline. (MN)

**ED 239 112** CE 038 044  
Child Care Services Curriculum Guide.

Michigan State Univ., East Lansing, Coll. of Agriculture and Natural Resources Education Inst.  
Spons Agency—Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.

Pub Date—[81]

Note—236p.

Available from—Michigan Vocational Education Resource Center, 133 Erickson Hall, Michigan State University, East Lansing, MI 48824.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Bookkeeping, \*Child Caregivers, \*Child Care Occupations, \*Child Development, Classroom Techniques, Competence, Competency Based Education, \*Day Care, \*Day Care Centers, Discipline, Employment Potential, Facility Requirements, Food Service, Health Conditions, Job Skills, Learning Activities, Material Development, \*Occupational Home Economics, Program Development, Program Implementation, Recordkeeping, Resources, Safety, Secondary Education, State Curriculum Guides

Identifiers—Michigan

This curriculum guide deals with implementing a course in managing or working in a child care service. Included among the areas addressed in the course are using resources and requirements, using growth and development activities, using discipline and guidance, organizing activities and programs, using health and safety procedures, providing food service activities, performing clerical duties, using licensed home operator practices, and using employability skills. The guide consists of an introduction; a task listing; a list of tools and equipment; a bibliography; a sample student achievement record; and 116 task sheets, each of which includes duty and task statements, achievement indicators, evaluation criteria, a list of tools and equipment, a list of resources, suggested student activities, and a teaching outline. (MN)

**ED 239 113** CE 038 047

Camp, William G.

*Evaluation of Technology for the Vocational Classroom.*

Virginia Polytechnic Inst. and State Univ., Blacksburg, Agricultural Education Program.

Pub Date—3 Dec 83

Note—16p.; Paper presented at the American Vocational Association Convention (Anaheim, CA, December 3, 1983).

Pub Type—Guides - Non-Classroom (055) —

Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Business, Computer Assisted Instruction, Computer Oriented Programs, \*Computer Programs, \*Educational Media, \*Educational Technology, Evaluation Criteria, Evaluation Methods, Guidelines, Information Utilization, Instructional Materials, \*Media Selection, \*Microcomputers, Postsecondary Education, Relevance (Information Retrieval), Secondary Education, User Satisfaction (Information), \*Vocational Education

This conference presentation outlines some of the important factors for teachers to consider when selecting software and hardware to be used as teaching tools in the vocational education classroom and as a means for teaching about the occupational applications of microcomputers. Addressed in a discussion of methods and criteria for evaluating hardware are central processing units, external memory, interfacing capability, monitors, and printers. The second half of the guide contains general guidelines for evaluating software; an examination of software costs; and a discussion of criteria for assessing the characteristics, documentation, user friendliness, and replicability of business and instructional software. (MN)

**ED 239 114** CE 038 048

Camp, William G.

*High Technology in the Vocational Agriculture Classroom.*

Virginia Polytechnic Inst. and State Univ., Blacksburg, Agricultural Education Program.

Pub Date—Mar 83

Note—27p.; Paper presented at the Southern Agricultural Education Conference (Savannah, GA, March 1983).

Pub Type—Reports - Evaluative (142) —

Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Agricultural Education, Classroom Techniques, \*Computer Assisted Instruction, Computer Literacy, Computer Managed Instruction, \*Computer Oriented Programs, Data Processing, \*Educational Media, Educational Practices, \*Educational Technology, Farm Management, Feasibility Studies, Futures (of Society), Instructional Materials, Material Development, \*Microcomputers, Programming, Recordkeeping, Secondary Education, Statistical Analysis, Trend Analysis, Vocational Education, Word Processing

While many aspects of high technology may be directly applicable in the vocational agricultural classroom, the primary thrust of high technology into such programs, at least in the short range, will be centered around the microcomputer. Because of its cost and availability, the microcomputer will continue to play an ever increasing role in vocational agricultural programs in such areas as program administration, guidance, computer-managed instruction, and computer-assisted instruction. In addition, the microcomputer will become an increasingly important occupational tool that can be used in courses in word processing, computer literacy, computer programming, and data processing. As it is for educators in other fields, the microcomputer is a valuable resource that can help vocational agricultural teachers improve their teaching. The most important application of the microcomputer in vocational agriculture is, however, in teaching students how they will use microcomputers in their jobs. One such relevant use of microcomputers is in the area of numerical analysis. A large variety of farm management and agricultural business management software packages are already available. The occupational aspects of the microcomputer in the secondary level agricultural education are practically limitless. (Appended to this report are a series of transparency masters describing the application of microcomputers in education.) (MN)

**ED 239 115** CE 038 056

Budke, Wesley E.

*Dissemination and Utilization Product Database*

Feasibility Study.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—84

Contract—300-83-0016

Note—13p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Databases, \*Delivery Systems, Feasibility Studies, \*Information Dissemination, On-line Systems, Postsecondary Education, \*Program Improvement, Research Utilization, Secondary Education, \*Vocational Education

A study examined the feasibility of alternative systems for making certain field-based vocational and technical education program improvement products available to educators. The materials in question were those program improvement products that are received on an unsolicited basis at the National Center for Research in Vocational Education (NCRVE), but that are not selected by the Center's Dissemination and Utilization (D&U) Program. During the study, efforts were made to determine the current availability of the products, to identify alternative ways of making the products available, to analyze the advantages and disadvantages of each delivery system, and to recommend the most efficient and cost-effective approach. The following two approaches were identified: creation of a new on-line database for the D&U products and utilization of existing on-line public educational databases to make the products available. After thorough examination of the advantages and disadvantages of each delivery system, it was recommended that the D&U products be incorporated into existing databases such as ERIC, the Vocational Education Curriculum Materials (VECM) database, and the Education Practice File. (Author/MN)

**ED 239 116** CE 038 057

Halasz, Ida M. And Others

*Influences on Secondary and Postsecondary Vocational-Technical Student Time on Task.*

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—Jan 84

Contract—300-83-0016

Note—171p.; For a related document, see ED 229 528.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Classroom Environment, Classroom Techniques, Influences, Postsecondary Education, Secondary Education, \*Student Behavior, Student Teacher Relationship, \*Teacher Behavior, Teaching Methods, \*Technical Education, \*Time Factors (Learning), \*Time on Task, \*Vocational Education

An exploratory study examined influences on secondary and postsecondary vocational and technical student time on task. In conducting the study, researchers recorded minute-by-minute observations of the interactions of 152 secondary students and their teachers and 328 postsecondary students and their teachers in a total of 25 classes that were located in an inner city, its adjoining suburb, and a mid-sized urban site. An analysis of the data collected during these observations revealed that the secondary students spent 71.4 percent of their time on task, whereas the overall proportion of time spent on task at the postsecondary level was 83.5 percent. The most important teacher behavior relating to student time on task was goal definition. Included among the other teacher-related variables that were closely related to student time on task were planning and organizing, deliberate maximizing of available time, using appropriate teaching methods, and modeling the work ethic. Student grouping turned out to be the most important classroom variable. Based on these findings, recommendations were made for teachers to define goals clearly, consider time an important resource, ensure that students' tasks are meaningful, encourage student independence, and have positive expectations of students. (MN)

**ED 239 117** CE 038 059

*Unified Technical Concepts. Application Modules*

Volume I.

Center for Occupational Research and Development, Inc., Waco, Tex.

Pub Date—83

Note—653p.; For related documents, see ED 190

746-761, CE 037 874-875, and CE 038 060.

Available from—Center for Occupational Research and Development, 601C Lake Air Drive, Waco,

TX 76710 (\$12.00).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, Electricity,

\*Energy, \*Force, \*Kinetics, Laboratory Experiments, Learning Modules, \*Mechanics (Physics),

Motion, \*Physics, Postsecondary Education,

Power Technology, Secondary Education, \*Technical Education

Unified Technical Concepts (UTC) is a modular system for teaching applied physics in two-year postsecondary technician programs. This UTC laboratory textbook, the first of two volumes, consists of 56 learning modules dealing with basic concepts of physics. Addressed in the individual chapters of the guide are the following topics: force, work, rate, momentum, resistance, power, and potential and kinetic energy. Each chapter contains a series of modules that include an introductory statement, objectives, instructional text, a summary, a laboratory experiment, and a self-check. (MN)

**ED 239 118** CE 038 060

*Unified Technical Concepts. Application Modules*

Volume II.

Center for Occupational Research and Development, Inc., Waco, Tex.

Pub Date—83

Note—676p.; For related documents, see ED 190

746-761, CE 037 874-875, and CE 038 059.

Available from—Center for Occupational Research and Development, 601C Lake Air Drive, Waco,

TX 76710 (\$12.00).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, Energy,

\*Force, \*Kinetics, Laboratory Experiments,

Learning Modules, Motion, \*Physics, Post-

secondary Education, \*Power Technology, \*Ra-

diation, Secondary Education, \*Technical Education  
 Identifiers—Time Constants, \*Transducers, Vibrations (Noise), Wave Generators  
 Unified Technical Concepts (UTC) is a modular system for teaching applied physics in two-year postsecondary technician programs. This UTC laboratory textbook, the second of two volumes, consists of 45 learning modules dealing with basic concepts of physics. Addressed in the individual chapters of the guide are the following topics: force transformers, energy converters, transducers, vibrations and waves, time constants, and radiation. Each chapter contains: a series of modules that include an introductory statement, objectives, instructional text, a summary, a laboratory experiment, and a self-check. (MN)

**ED 239 119** CE 038 435  
**JTPA. Job Training Partnership Act (P.L. 97-300): Suggested Activities for State Advisory Councils on Vocational Education.**

National Advisory Council on Vocational Education, Washington, D.C.  
 Pub Date—14 Mar 83  
 Note—27p.

Pub Type—Guides - Non-Classroom (055)  
**EDRS Price - MF01/PC02 Plus Postage.**  
 Descriptors—\*Advisory Committees, Community Services, Government School Relationship, \*Job Training, \*Local Government, \*School Business Relationship, \*Statewide Planning, Vocational Education

Identifiers—\*Job Training Partnership Act 1982, Private Sector, \*State Advisory Councils on Vocational Education

As the Comprehensive Employment and Training Act (CETA) is replaced by the Job Training Partnership Act (JTPA), this report provides suggestions on coordinated activities by the state advisory councils for vocational education (SACVEs) to assist in the development of overall JTPA policy and the planning of programs at state and local levels. The first section describes the organizational structure of JTPA and the areas in which vocational education representatives can assist with planning and implementing. Section 2 outlines the functions of the state jobs training coordinating councils and suggests activities for the SACVEs at the state level. Section 3 describes the functions of the local private industry councils and suggests SACVE activities for the local level. The fourth section outlines programs in three of the four titles of JTPA: Title I—Governor's Coordination and Special Services Programs, Title II—Job Training for the Disadvantaged, Title IIB—Summer Youth Programs, and Title III—Special Programs for Dislocated Workers. Additional resources to aid the transition from CETA to JTPA are listed. (SK)

**ED 239 120** CE 038 436  
**Vocational Education: The Federal Role. Position Statement on Reauthorization of the Vocational Education Act.**

National Advisory Council on Vocational Education, Washington, D.C.

Pub Date—83  
 Note—14p.

Pub Type—Opinion Papers (120)  
**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Economic Development, Educational Responsibility, Education Work Relationship, \*Federal Government, \*Federal State Relationship, \*Government Role, Government School Relationship, \*Labor Force Development, Postsecondary Education, Secondary Education, \*Vocational Education

Identifiers—Reauthorization Legislation, Vocational Education Act 1963

Reauthorization of the Vocational Education Act is being considered at a time when technological developments are changing the skill requirements of the labor force. The challenge of training and retraining must be met by a partnership of the governmental, business, and educational sectors. A federal leadership role is crucial in guiding allocation of vocational education resources, establishing standards of excellence, and devising coordinated national strategies to meet the long-term skill development needs of the nation. The federal role should be to stimulate targeted efforts to enhance quality and improve equipment and facilities; keep curricula and personnel up to date; serve special populations; eliminate sex bias; and increase cooperation between business, industry, education, and other training programs. In addition to a strong fed-

eral role, reauthorization legislation should emphasize flexibility in regulations; planning and evaluation; the determination of resource allocation at the state level; the concept of sole state agency; and autonomous national, state, and local advisory councils for vocational education. (SK)

**ED 239 121** CE 800 070  
**Bowers, Robert F.**

**Operation Bridge: Over the Troubled Waters of Adult Education. Transcript [and] Evaluation Plan.**

Pub Date—[Dec 83]  
 Note—18p.; For the original report on which the transcript is based, see ED 229 552.

Pub Type—Reports - Descriptive (141)  
**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Adult Basic Education, \*Adult Counseling, \*Counseling Effectiveness, Counselor Characteristics, Counselor Evaluation, Counselors, \*Counselor Training, \*Internship Programs, Locus of Control, Program Descriptions, Program Effectiveness, Program Evaluation, Self Concept, Self Concept Measures  
 Identifiers—Detroit Public Schools MI, Multidimensional Internal External Locus Control, PF Project, Tennessee Self Concept Scale

Operation Bridge, a program which was developed by the Detroit Public Schools to train 13 adult advisors to work with adult education students in outreach sites and traditional adult education centers, is described. The selection process, the orientation, the coursework, the internships, and the application of training are discussed. The report on the evaluation of this project covers analyses of the data obtained from the Tennessee Self-Concept Scale (TSCS) and the Multidimensional Internal-External Locus of Control Reinforcement Scale (Gurin, 1969) which were administered to the adult advisor trainees at the beginning and ending of the training program. The results from these tests indicate that the participants had increased their positive feelings about themselves, their behavior, and their personal and social self; and that they had an increased sense of control in their lives, in their work, and in the community. Descriptions of the TSCS and the Multidimensional Internal-External Locus of Control Reinforcement Scale are given. Also included are tables reporting the scores on the pretests and posttests for each instrument. Concluding this document are four examples of completed evaluation forms in which students evaluated their advisors and the program. (EM)

**ED 239 122** CE 800 072  
**Labor Outlook on Jobs & Training. An Analysis of the Job Training Partnership Act of 1982.**

American Federation of Labor and Congress of Industrial Organizations, Washington, DC. Human Resources Development Inst.

Pub Date—Oct 82  
 Note—18p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Cooperative Programs, Economic Opportunities, \*Federal Legislation, \*Government Role, \*Job Placement, \*Job Training, \*Unions

Identifiers—Business and Society, \*Job Training Partnership Act 1982, PF Project

The key legislative provisions of the 1982 Job Training Partnership Act, which replaces the Comprehensive Employment and Training Act (CETA) are described and their implications for organized labor are analyzed. Discussion covers anticipated annual funding, authorization period, major programs, funds allocation, program planning and operation, the role of organized labor, the role of business, key program elements, program eligibility, labor opportunities, and program implementation. (LP)

**ED 239 123** CE 800 073  
**Boatright, Joyce Crowley, Jacqueline**

**Marketing to Business and Industry: The Houston Community College System Plan.**

Pub Date—83  
 Note—12p.; Paper presented at the National Adult Education Conference (Philadelphia, PA, November 30-December 3, 1983).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adult Education, \*Business, \*College Role, Community Colleges, Industry, \*Market-

ing, Merchandising, Needs Assessment, \*Occupational Surveys, \*Professional Development, Program Descriptions, Program Development, \*School Business Relationship, Seminars, Staff Development, Two Year Colleges

Identifiers—PF Project

The Sales, Marketing, and Management Division of the Houston Community College System (HCCS) established a task force to identify needs among Houston companies for training/retraining seminars and to determine the role which HCCS should fill in meeting those needs. The task force proposed a marketing study which would meet the following objectives related to HCCS professional development seminars: (1) identify major companies which would be potential users; (2) determine the image of HCCS as a provider; (3) identify specific seminars which have the greatest potential; (4) identify ways to communicate their availability and benefits; and (5) provide a planning framework for future programs. Data from the survey led to a number of conclusions regarding the feasibility of the program and resulted in recommendations on which companies should be targeted; how the promotion should be carried out; and what the pricing policies should be. Future plans involve continuous evaluation of the process and expansion of the number of seminars. The Professional Training and Development Seminars are a valid way to approach new learning opportunities for the adult business community. (DC)

**ED 239 124** CE 800 075  
**Cherwon, Karen K. And Others**

**Reconnecting the Generations through Continuing Education.**

Pub Date—[84]  
 Note—7p.

Pub Type—Reports - Descriptive (141)  
**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adolescents, \*Age Differences, \*Age Groups, \*Attitude Change, \*Communication (Thought Transfer), Generation Gap, Group Experience, \*Interpersonal Communication, Interpersonal Relationship, Middle Aged Adults, Older Adults, Residential Programs, Workshops, Young Adults

Identifiers—\*Intergenerational Programs, PF Project, \*Retreats

Temple University's Institute on Aging (Philadelphia, Pennsylvania) has developed a unique model for cross-age learning. During the summers of 1980 and 1981, two intergenerational learning retreats were held which (1) provided participants with an innovative educational and cultural experience; (2) fostered communication among persons at different life stages; (3) broke down age-related myths and stereotypes; and (4) served as a demonstration project for other local and national intergenerational activities. The 50 to 60 persons involved in each retreat were diversified in terms of age (ages 14-93), race, ethnic background, socioeconomic status, and education. The week-long retreats, planned by intergenerational advisory committees, provided stimulating educational programs and activities which would stimulate interaction among the different age groups. The programs were divided into three distinct but integrated components: academic sessions, core groups, and recreational/cultural activities. All age groups reacted positively to being closely involved with people of different ages. A factor contributing to the success of the retreats was the collaborative learning/teaching relationship which was promoted. It was hoped that the retreats would be catalysts for other intergenerational activities and, to further this goal, a number of followup actions were initiated. (EM)

**ED 239 125** CE 800 076  
**Samuelson, Judith, Comp.**

**Professional Ethics in Vocational Education Research: An Annotated Bibliography of Related Literature.**

American Vocational Education Research Association, Washington, D. C.

Pub Date—83  
 Note—11p.

Pub Type—Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Administrators, Annotated Bibliographies, Behavioral Science Research, \*Codes of Ethics, College Faculty, Educational Administration, \*Professional Associations, Psychologists, Scientific Personnel, Scientific Research, Social Science Research, Teacher Associations

**Identifiers—PF Project**

This 14-item annotated bibliography provides background information on the efforts of several professional groups to define codes of ethics for their members' guidance. It was prepared to aid the members of the American Vocational Education Research Association (AVERA) in their study of ethical principles and guidelines for professional behavior, and to inform them about the substance of relevant codes of ethics and about strategies for their development. Works which contain the codes of ethics for the American Association of University Professors, the American Psychological Association, the Association of California School Administrators, and the teachers of learning disabled children and youth are listed and annotated. Other topics included in this bibliography are the ethics and ethics activities in social and behavioral science research, scientific and engineering societies, educational administration, and academics. One general work on ethics and the professions is also included. (JW)

**ED 239 126****CE 800 080***Owens, Tom***Striving for Excellence: Applications of Successful Business Principles. Ideas for Action in Education and Work.**

Northwest Regional Educational Lab., Portland, Oreg.

Pub Date—Nov 83

Note—9p.; The matrix on page 4 contains small type.

Pub Type—Information Analyses (070)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Administrative Principles, \*Business Administration, \*Educational Improvement, Educational Quality, Elementary Secondary Education, Employer Employee Relationship, Institutional Research, Literature Reviews, Matrices, Models, Research Utilization, \*School Business Relationship, \*Success

Identifiers—\*In Search of Excellence, PF Project

Eight principles that have been used to reach excellence in business and industry and ways that schools can apply those principles are described. The principles, identified by Thomas J. Peters and Robert N. Waterman, Jr. in "In Search of Excellence: Lessons from America's Best-Run Companies" are: (1) a bias for action (not waiting for extensive analysis before implementing change); (2) closeness to the customer (listening to customers' advice and responding to requests); (3) autonomy and entrepreneurship (rewarding self-initiative); (4) productivity through people (treating employees as adults and providing rewards for success); (5) hands-on, value-driven (selecting and emphasizing a few key values); (6) stick to the knitting (concentrating on those things the company is experienced with and does well); (7) simple form, lean staff (keeping central office staff to a minimum); and (8) simultaneous loose-tight properties (encouraging local-level decisionmaking while retaining central monitoring). A matrix is presented which applies the eight principles to the operational style of the school superintendent, school board, principal, teacher, and employment and training program staff. It is recommended that board members, administrators, and other staff review the matrix and consider ways to apply the principles to their own situations. (DC)

**ED 239 127****CE 800 081***Clark, Marilyn***Building Work Skills through Volunteering. Ideas for Action in Education and Work.**

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—National Inst. of Education (ED), Washington, DC

Pub Date—Nov 83

Note—13p.; Chart on page 10 may not reproduce well due to small type.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adult Development, \*Adult Programs, Adult Students, Career Development, Demonstration Programs, \*Job Skills, \*Job Training, Program Descriptions, Program Design, Program Development, \*School Business Relationship, School Community Relationship, Vocational Education, \*Volunteers

Identifiers—PF Project

A progress report on "Building Work Skills through Volunteering," a demonstration project designed to use the volunteer experience to develop

and practice work skills, is presented. The initial section describes the participants, methods, and materials at each of four sites: a private corporation, a suburban school district, a voluntary youth-serving agency, and a community corrections department. Six characteristics of adult learners and models of adult career development, decision making/problem solving, and career change stages which were considered in the development of the program framework are discussed. A description of program elements and processes is presented including: (1) volunteer recruitment and publicity; (2) applications, screening, and selection; (3) a seven-unit career planning workshop; (4) agency recruitment and referral; (5) agency job description development; (6) progress monitoring; (7) skill-building placements for volunteers; and (8) achievement awards and letters. A discussion of key concerns which have emerged includes: release time, workshop scheduling, costs for workshop materials, costs for skill-building placement activities, project staffing, participant selection, and benefits for employers. (DC)

**ED 239 128****CE 800 084****Wyoming Vocational Education Special Needs Program Guidelines.**

Wyoming State Dept. of Education, Cheyenne.

Pub Date—83

Note—17p.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Administrative Policy, \*Career Guidance, \*Delivery Systems, Guidelines, Individual Needs, Laws, Organizational Objectives, \*Program Development, Secondary Education, \*Services, \*Special Programs, Staff Development, Staff Role, \*Vocational Education

Identifiers—PF Project, \*Special Needs Students, Wyoming

These program guidelines provide a list of the essential elements which make for a quality occupational education special needs delivery system. Among the topics listed in the guidelines are: (1) six sources of laws and regulations which direct and regulate services to special needs populations; (2) definition of the four distinct populations served through the special needs program which include the academically and economically disadvantaged, the handicapped, and the limited English proficiency students; (3) qualifications of program staff members and the opportunity for staff development; (4) student-teacher ratio; (5) facilities and equipment; (6) need for a board policy; (7) student referral procedure; (8) student needs assessment; (9) individualized occupational training plans and educational plans; (10) student placement; and (11) student evaluation. (JW)

**ED 239 129****CE 800 096***Drachenberg, Gene H.***The Job Interview.**

Area Education Agency 7, Cedar Falls, IA.

Pub Date—[80]

Note—48p.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Class Activities, \*Employment Interviews, High Schools, Instructional Materials, Job Applicants, \*Job Search Methods, Learning Activities, Units of Study, \*Youth Employment

Identifiers—PF Project

This unit of study provides teaching materials and activities designed to give high school students practical and valuable information for acquiring a job. The emphasis of the unit is on the job interview. The material is divided into the following seven chapters: (1) the employer and the candidate; (2) selecting the type of work; (3) locating prospective employers; (4) application forms; (5) preparing for the job interview; (6) the job interview; and (7) the follow-up. Student materials include a job-readiness questionnaire, a self-inventory form, a job-search activity sheet, and various application forms. A student self-evaluation form to be filled out following the job interview, a sample of an employer survey, and a list of the employers surveyed are also included. Much of the material in the unit is based upon the comments and responses of the 12 employers who were surveyed. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (JW)

**ED 239 130****CE 800 097***Schmidt, Pam***Forkner Shorthand Games.**

Area Education Agency 7, Cedar Falls, IA.

Pub Date—[80]

Note—54p.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Dictation, \*Educational Games, High Schools, Instructional Materials, Learning Activities, \*Puzzles, \*Shorthand

Identifiers—\*Forkner Shorthand, PF Project

This guide contains the preparation instructions and rules for 18 games designed to teach new skills, add variety, create enthusiasm, and reinforce already-learned skills for first- and second-semester Forkner shorthand students. Divided into three sections, this booklet includes: (1) the instructions, rules, and word lists for 10 games that can be used during the first semester after teaching lessons from the Forkner Shorthand Text; (2) the instructions, rules, and word lists used in the eight games designed for use during the second semester, some of which correspond to certain lessons in the Forkner Correlated Dictation and Transcription Text; and (3) a brief description of 11 additional ideas and games which can be incorporated in the shorthand curriculum. All games in this booklet can be adapted to any shorthand system and used in shorthand, secretarial, and notetaking classes. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (JW)

**ED 239 131****CE 800 112****"Mystery Guest" Program.**

Escondido Union School District, Calif.

Pub Date—84

Note—10p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Career Awareness, Class Activities, Deduction, Demonstration Programs, Guidelines, \*Human Resources, Intermediate Grades, Program Descriptions, Program Implementation, \*School Community Relationship

Identifiers—\*Classroom Visitors, PF Project

In this program, members of the community visit intermediate grade classrooms as "mystery guests" in order to provide students with an introduction to assorted careers and to promote community support for education. The procedure is as follows: (1) the guest brings a tool of his or her occupation, but does not tell what that occupation is; (2) students deduce the occupation by asking questions; (3) when the occupation has been guessed, further questions are asked to learn about the occupation; and (4) students write their impressions of the occupation in a notebook. It is recommended that one 30-minute visit be scheduled each week. This program description includes: an overview; program objectives; implementation procedures; the role and duties of the coordinator; guidelines for preparation of the guest and of the class; the role of the teacher; a suggestion for sending thank-you letters; a letter to be sent to guests; a list of eight sample questions; and a list of guests who have participated along with their occupations. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (DC)

**CG****ED 239 132****CG 017 176***Alexander, Sheldon Ruderman, Marion***The Influence of Procedural and Distributive Justice on Organizational Behavior.**

Pub Date—Aug 83

Note—11p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Employer Employee Relationship, Government Employees, \*Job Satisfaction, \*Justice, \*Labor Turnover, Methods, Organizations (Groups), \*Work Environment

Identifiers—Distributive Justice, Procedural Justice

Research on justice in organizational behavior has emphasized distributive rather than procedural justice. Distributive justice focuses on the fairness of rewards, while procedural justice focuses on the fairness of the procedures used in allocating re-



wards. To examine the procedural-distributive justice distinction as it relates to organizational behavior in terms of job satisfaction, conflict, evaluation of supervisor, trust in management, turnover intention, and stress, 2,822 federal government employees (55 percent female, 77 percent white, mean age 41.1) completed a seven-point Likert questionnaire assessing their perceptions of a major reform in the civil service procedures and traditional aspects of the work site. An analysis of the results showed that perceived fairness in the workplace was significantly related to organizational outcomes. Both procedural and distributive justice measures significantly related to job satisfaction, evaluation of supervisor, conflict/harmony, trust in management, and turnover intention. Procedural justice accounted for significantly more variance than distributive justice for four of the five dependent measures. Only in turnover intention did distributive justice account for more variance than procedural justice. (BL)

#### ED 239 133 CG 017 177

Weinstein, Charles D. And Others  
**Homework Compliance in Marital and Family Therapy: A Comprehensive Analysis.**  
University of Southern California, Los Angeles.  
Spons Agency—National Inst. of Mental Health (DHHS), Rockville, MD; Sigma XI, The Scientific Research Society.  
Pub Date—Aug 83  
Grant—NIMH-32616

Note—18p; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).  
Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**  
Descriptors—Behavior Modification, \*Counseling Effectiveness, Counseling Objectives, Counseling Techniques, \*Counselor Client Relationship, \*Family Counseling, Family Involvement, \*Homework, Life Satisfaction, \*Marriage Counseling

Identifiers—\*Client Behavior, Tension  
The social learning approach to marital and family therapy emphasizes the importance of clients' compliance with homework assignments to treatment progress. To investigate the relationship between clients' homework compliance and therapists' and clients' behavior during therapy sessions and clients' intrasession tension and satisfaction, the marital and family therapy sessions of 24 nuclear families were audiotaped for a 10 week-period. Tapes were analyzed for therapist behaviors (clarification, interpretation, relationship emphasis, education, encouragement of affective expression, control, encouragement of specificity and clarity, and style) and client behaviors (emergency and welfare emotions, task orientation, blame, mutuality, clarity and specificity, and tone of communication). Therapists kept records of homework completion and carried out midweek telephone interviews to assess family tension and satisfaction. An analysis of the results showed that several therapist and client session behaviors correlated with homework completion in the beginning phase of treatment. Homework completion was positively correlated with therapist educational behaviors and negatively correlated with clients' expressions of anger, stress, and blame. Although marital tension negatively correlated with homework completion in the beginning phase, in the middle phase homework completion and marital tension were positively correlated, suggesting that a certain amount of tension is needed to maintain motivation. (BL)

#### ED 239 134 CG 017 178

Piotrowski, Chris  
**The Status of Projective Techniques: Or, "Wishing Won't Make It Go Away."**

Pub Date—83  
Note—19p.  
Pub Type—Information Analyses (070)—Reports—Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**  
Descriptors—Clinical Psychology, Counselor Training, \*Diagnostic Tests, Literature Reviews, National Surveys, Personality Assessment, \*Projective Measures, \*Psychological Evaluation, Psychologists

The predicted decline in usefulness and emphasis of projective techniques was analyzed from several different perspectives including the academic community, members of the American Psychological Association (APA) Division 12, internship centers,

the applied clinical setting, and private practitioners. In addition, an extensive review of empirical, survey, and position studies over the past two decades was conducted. In order to gauge the current status of projective techniques, data were obtained in a national survey of 113 APA-approved clinical psychology programs. Analyses of results showed that 68 percent of the respondents required either one half or one full course on projective personality assessment. However, 46 percent felt that projective personality assessment would decrease in the academic setting in the near future. Respondents indicated that the clinical doctoral candidate should be familiar with the Thematic Apperception Test (TAT), the Rorschach, and the Sentence Completion Test. On the surface, the findings seem to indicate a state of pessimism about the outlook for projective techniques, due to their poor psychometric properties. However, a majority of those surveyed felt projective techniques should be retained as an instructional area and that novice clinical practitioners should be familiar with the major traditional projective techniques of the past. The implications of previous research and the survey findings lend support to the usefulness of projective techniques. (JAC)

#### ED 239 135 CG 017 179

Reilly, Nora P. Morris, William N.  
**The Role of Arousal in the Induction of Mood.**  
Pub Date—Aug 83

Note—19p; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).  
Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**  
Descriptors—\*Arousal Patterns, \*Cognitive Processes, College Students, \*Emotional Response, Exercise, Higher Education, Time Identifiers—\*Moods

The role of autonomic arousal in feeling states has long been of interest to psychologists. To examine the necessity of arousal for an effective mood induction, 60 college students were instructed either to exercise vigorously (high arousal group), exercise lightly with a rest period (low arousal group), or complete a questionnaire (no arousal group). Half of each group read either a sad or a neutral story, and either concentrated on the passage or simply waited. Although it was predicted that highly aroused subjects (via exercise) who had to concentrate on a sad story would report a significant increase and persistence in sad mood, results indicated that sadness seemed to be inhibited by exercise. Subjects in the high arousal group reported themselves to be less sad than subjects in the low arousal group, who, in turn, were less sad than the no arousal group. An alternate hypothesis suggests that a persistence of sadness over time is a function of increased intensity of arousal. A mood induction without arousal may be effective but not as persistent as one including arousal. Prolonging transient mood states would provide a more reliable opportunity to study the phenomenon of mood. (Author/JAC)

#### ED 239 136 CG 017 180

Slife, Brent D.  
**Educational Applications of the Dialectic: Theory and Research.**  
Pub Date—Aug 83

Note—15p; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).  
Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**  
Descriptors—\*Abstract Reasoning, \*Educational Psychology, Educational Theories, Individual Differences, Learning Disabilities, Learning Processes, \*Logical Thinking, \*Metacognition, Opinion Papers, \*Teaching Methods Identifiers—\*Dialectical Reasoning

The field of education has largely ignored the concept of the dialectic, except in the Socratic teaching method, and even there bipolar meaning or reasoning has not been recognized. Mainstream educational psychology bases its assumptions about human reasoning and learning on current demonstrative concepts of information processing and levels of processing. Three current strategies based on these assumptions are serial listing of facts or topics; cause/effect relationships; and problem/solution methods. Research has shown that recall of prose passages is significantly greater with dialectical (or

opposing points of view) methods compared to the other three learning strategies. Individual differences in the use of dialectical methods represent production deficiencies rather than lack of capacity. If metacognition, the process of knowing about knowing, is to be a viable concept, it must transcend cognition, i.e., be "otherwise". Metacognitive capacities therefore imply dialectical rather than demonstrative reasoning. Studies of learning disabled students have shown that such students evidenced deficits in this metaknowledge (knowing when one knows) relative to regular students. Future research may show that the conceptualization problems of the learning disabled are related to the lack of use of dialectical reasoning. (MCF)

#### ED 239 137 CG 017 181

Gass, Carlton S.  
**Religious Values Related to Psychotherapy and Mental Health.**

Pub Date—[Aug 83]  
Note—21p; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).  
Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)—Tests/Questionnaires (160)

**EDRS Price - MF01/PC01 Plus Postage.**  
Descriptors—Beliefs, \*Christianity, College Students, Congruence (Psychology), \*Counselor Client Relationship, Higher Education, Mental Health, \*Psychotherapy, \*Religious Factors, \*Values

While the role of values in psychotherapy has received increasing attention, little attention has focused on value congruence between client and therapist. To examine the relationship of specific religious beliefs and values to psychotherapy and mental health, 100 orthodox Christian and 104 non-orthodox and non-Christian college students completed a 51-item Likert-type values survey. Analysis of results showed that the orthodox Christians possessed a distinctive set of values relating to the goals and procedures of psychotherapy and the preferred means of coping with emotional distress. Orthodox Christians typically favored the use of prayer and biblical teaching in the psychotherapy context. Prayer and faith were identified by this group as important sources of emotional well-being and useful strategies for alleviating psychological disturbance. They expressed considerable concern over the religious beliefs of a prospective therapist and preferred a pastoral counselor or Christian psychologist. However, they were not less inclined to seek professional assistance in more general terms. (The values survey is appended). (JAC)

#### ED 239 138 CG 017 182

Weinstein, Alan G. Gent, Michael J.  
**Managerial Power and Worker Performance: A Longitudinal and Cross-Sectional Study.**

Pub Date—[Aug 83]  
Note—22p; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).  
Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**  
Descriptors—Administrators, Attribution Theory, \*Employer Employee Relationship, Government Employees, \*Job Performance, Longitudinal Studies, Motivation, \*Power Structure, \*Predictor Variables, \*Work Environment

The relationship between managerial social power and subordinate job performance has produced mixed empirical results. To investigate the relationship between employees' performance and their perception of managers' social power under favorable and unfavorable climate conditions, an average of 135 city government employees completed two series of questionnaires at 1-month intervals and after an interval of six months. On the first administration, 33 managers and 109 employees completed the questionnaires; during the second administration, 30 managers and 87 employees completed the questionnaires. Employees completed the Bases of Managerial Power Questionnaire and subsections of the Psychological Climate Questionnaire, while managers completed the Rated Employee Performance. An analysis of the results showed that relationships between managerial power and employee performance were positive and stronger under poor job climate conditions. When perceived job climate was favorable, power did not predict performance. Longitudinal results, from data taken at the 6-month interval, demonstrated improved prediction,

supporting the hypothesis that attributed social power needs time to be effective. (Author/BL)

**ED 239 139** CG 017 183  
A Profile of State and Area Agencies on Aging - 1981.

National Association of Area Agencies on Aging; National Association of State Units on Aging, Washington, DC.  
Spons Agency—Administration on Aging (DHHS), Washington, D.C.

Pub Date—Aug 82  
Grant—A0A-90-A-1657/03

Note—32p.; Presented at the Annual Meeting of the Western Gerontological Society (29th, Albuquerque, NM, April 16-20, 1983).

Pub Type—Reports - Descriptive (141)  
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Programs, \*Aging (Individuals), \*Databases, Financial Support, Information Retrieval, Information Services, Private Agencies, Program Descriptions, \*Public Agencies, Social Services, \*State Agencies

Identifiers—\*National Data Base on Aging, Older Americans Act 1965

This profile, written for national, state, and local professionals in aging, presents a broad overview of state and area agencies on aging as of 1981. This first report of the National Data Base on Aging (NDBA) contains the information generated by an initial survey of the entire network of state and area agencies. Subsequent annual reports will be based on information collected from one third of the area agencies. Information on the data base is provided in the first section. The second section of the report describes the organization, structure, characteristics, and funding of state units on aging, (based on the responses of 53 state units to the NDBA survey); state units are the unifying forces through which the broad policy objectives of the Older Americans Act (OAA) are functionalized. The third section of the report describes the organization, structure, characteristics, and funding of 530 area agencies on aging, which are public or nonprofit private agencies or organizations designated by the state to administer the OAA and its programs at the substate level. Section 4 of the report focuses on the providers and services for aging individuals discussing activities, funding, and service delivery sites. The appendices contain a listing of service definitions and the content of the NDBA. (BL)

**ED 239 140** CG 017 184  
Linney, Jean Ann

Implementation of Community-Based Programs: Current Difficulties and Future Issues.

Pub Date—Aug 83

Note—11p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Burnout, \*Community Involvement, \*Community Programs, Decision Making, \*Delinquent Rehabilitation, Employee Attitudes, \*Family Involvement, Financial Problems, Labor Turnover, Morale, \*Organizational Effectiveness  
Identifiers—\*Deinstitutionalization (of Delinquents)

Over the last 10 years there has been a striking development in the system of community-based programs to replace or supplement institutional care for juvenile offenders. However, the analysis of 30 community-based residential programs in six metropolitan areas found that the community-based model of services is still a relatively untried experiment due in part to the lack of clarity in defining conceptual goals and organizational needs. Conceptually, community-based programs were designed to enhance community integration of delinquent youths and to facilitate family involvement. Economic, legal and community resistance factors have limited the effectiveness of these conceptual goals. The use of community resources tends to be limited to medical, police, social, and free recreational services. Family involvement is absent, largely due to the limited avenues of involvement provided by the programs. From an organizational perspective, community-based programs suffer from fiscal difficulties, lack of control in placement decision making, high staff burnout and turnover, and low staff morale. Rather than furthering development of an alternative, community-based model, the adaptive mechanisms available to ensure survival have pushed these programs closer to the self-contained

correctional model. (BL)

**ED 239 141** CG 017 185

Shaw, Robert A.

Academic Achievement and Self-Concept of Academic Ability: A Four-Year Longitudinal Study.

Pub Date—Aug 83

Note—17p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Ability, \*Academic Achievement, Adolescents, Attribution Theory, College Preparation, Grade Point Average, Longitudinal Studies, Perception, Secondary Education, \*Self Concept

Although academic achievement and self-concept of academic ability (SCAA) have a reciprocal relationship, studies on the directionality of the relationship are inconclusive. To investigate this relationship in an entire grade cohort in a small city high school, 429 students in grades 9 and 12 were administered a modified version of Brookover's Self-Concept of Academic Ability Scale. Grade point averages (GPA) from school records and standardized test scores for 96 of the 429 students were collected. An analysis of the results showed that grade 9 GPA had a significant effect on grade 12 SCAA in the comprehensive (non-college preparatory) schools. However, the causal patterns were different in the exclusive, college preparatory school where frequency of communication with teachers, parents, and peers seemed to play an important role in SCAA. Grades affected grade 12 SCAA only when they were the primary indicator of teachers' perceptions of students' academic ability. Standardized achievement tests were not significantly related to SCAA. The data suggest that a skills-enhancement approach will be the most effective way to increase achievement and that visible feedback through a number of channels will increase students' SCAA. (BL)

**ED 239 142** CG 017 186

Stokes, Joseph P. Wilson, Diane Grimard

Social Support, Network Structure, and the Inventory of Socially Supportive Behaviors.

Pub Date—Aug 83

Note—9p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Available from—Expanded version available from Joseph Stokes, Department of Psychology, University of Illinois at Chicago, P.O. Box 4348, Chicago, IL 60680.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, Factor Analysis, Higher Education, Interpersonal Relationship, \*Predictor Variables, Sex Differences, \*Social Networks, \*Social Support Groups, \*Test Validity

Identifiers—\*Inventory of Socially Supportive Behaviors

The Inventory of Socially Supportive Behaviors (ISSB) appears to be a satisfactory measure of social support with good reliability and some evidence of validity. To investigate the dimensionality of the ISSB through factor analytic procedures and to predict social support from social network variables, 179 college students (97 male, 82 female) completed the ISSB and the Social Network List, which reflects the structure of a subject's social network in terms of size, number of people one feels close to ('Confide'), percentage of relatives, and density (proportion of network relatives to number of overall relatives). An analysis of the results suggested that the ISSB is an unidimensional measure and the total score obtained on the instrument can be used as a global measure of social support. The four major components of social support (emotional support, tangible assistance, cognitive support, and guidance) were measured by the ISSB. Of the network structure variables studied, only Confide was linearly related to ISSB scores, and then only for males. This finding may reflect societal values regarding sex role socialization for males and females. (BL)

**ED 239 143** CG 017 187

Rowland, Charity And Others

Home-Based Crisis Therapy: A Comparative Outcome Study.

Morrison Center for Youth and Family Service,

Portland, OR.

Spons Agency—National Inst. of Mental Health (DHHS), Rockville, MD.

Pub Date—Aug 83

Note—10p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Coping, Cost Effectiveness, \*Counseling Effectiveness, \*Crisis Intervention, \*Family Counseling, Family Problems, Foster Care, High Risk Persons, \*Home Programs, Low Income, One Parent Family, Social Support Groups  
Substitute care for a child at risk has been been associated with psychological distress in the child and his family and a drain on public finances. To investigate the cost effectiveness and ultimate influence on family intactness of home-based family crisis intervention, 77 low income, inner city families with an adolescent child at risk of placement into formal substitute care participated in a family intervention program for 8 to 10 weeks under one of three treatment modes: in home crisis intervention (IHC); IHC combined with didactic skill training; and IHC combined with a network approach. IHC is a generic brief therapy emphasizing structural family therapy, building parenting skills, exploring problem solving approaches, and improving family interaction patterns. Skill training involved communication, self-care, and stress management. The network mode helped families coordinate their existing support systems or helped them build support systems. Demographic, pre-post therapy information, and follow-up data were collected on all participants. An analysis of the results showed that at termination of treatment 88 percent of the families were intact, representing a savings of one half million dollars in public funds. The IHC network approach was most effective, accounting for the smallest percentage of out-of-home placements. However, the network approach was the most difficult to implement due to the threatening nature of outside involvement and the lack of counselor control over the client and his network. (BL)

**ED 239 144** CG 017 188

Gladding, Samuel T. Mazza, Nicholas

Uses of Poetry and Music in Counseling.

Pub Date—[Mar 83]

Note—15p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Washington, DC, March 20-23, 1983).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Counseling, \*Counseling Techniques, Family Counseling, \*Group Counseling, \*Individual Counseling, Mental Health, Music, \*Music Therapy, \*Poetry, Prevention, Therapeutic Environment

Although both poetry and music have been used as therapeutic tools in individual and group counseling, few counselors use the techniques in combination. Poetry therapists tend to follow either the structured approach of Leedy, in which poems are used as treatment, or the less structured approach of Lerner, in which poems are used as medium. Music, like poetry, also has been used in both structured and less structured ways, to help clients express their feelings through others' music or their own combinations, and to help the therapist express his perceptions of the client. In group and family counseling, the combination of poetry and music can facilitate the counseling process by providing a non-threatening vehicle for cognitive and affective expression. Two techniques which have been effective are reading a poem and inviting reactions, and creating collaborative poems. As in using any therapeutic tool, caution in regard to timing and appropriateness is necessary to ensure beneficial results. Limitations include a perception of the technique as academic and intellectual. On the positive side, poetry and music can help break defenses and expose material that may be overwhelming to the client at first. (A list of references is appended). (BL)

**ED 239 145** CG 017 189

Kivlahan, Daniel R. And Others

Alcoholic Subtypes: Validity of Clusters Based on Multiple Assessment Domains.

Pub Date—Aug 83

Note—18p.; Paper presented at the Annual Convention of the American Psychological Association



tion (91st, Anaheim, CA, August 26-30, 1983).  
Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Alcoholism, Behavior Patterns, Cluster Analysis, \*Cluster Grouping, Demography, \*Individual Differences, Males, \*Predictive Validity, Predictor Variables, Program Effectiveness, Psychopathology

Recent approaches to empirical derivation and validation of alcoholic subtypes which involve cluster analysis within a single multivariate assessment domain have been questioned. To investigate more clinically meaningful subtypes in a sample of 245 male alcoholics, cluster analysis was performed on a combination of variables from four assessment domains: demographics, drinking behavior, neuropsychological functioning, and psychopathology. Six subtypes were derived and shown to have discriminant validity with respect to measures which had not been used in the original cluster analysis. The six subtypes were found to have differential patterns of treatment outcome over 9-month follow-up, but only among patients randomly assigned to 2-week as opposed to 7-week hospitalization. Cluster membership was not associated with marital status or reason for referral, but was related to the number of previous treatments for alcohol-related problems or psychiatric reasons, drinking-related locus of control, and physical symptoms. The results suggest that empirically derived typologies based on multiple assessment domains should be investigated for their usefulness in more appropriately matching treatments to patient subtypes. (Author/JAC)

ED 239 146 CG 017 190

Pearce, Kathy A. Denney, Nancy Wadsworth  
A Lifespan Study of Classification Preference.  
Spons Agency—Kansas Univ., Lawrence. General Research Fund.

Pub Date—[Aug 83]

Note—25p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).  
Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Adolescents, Adults, \*Age Differences, Children, \*Classification, \*Cognitive Development, \*Cognitive Style, Creativity, Elementary Secondary Education, Older Adults  
Identifiers—Conceptual Styles Test

Previous research in classification preference has focused on only a few selected age groups. To investigate the classification preferences of individuals from early childhood through old age in the same study, 144 individuals between the ages of 4 and 70 completed a revised version of the Conceptual Styles Test. Analysis of results showed that the number of similarity classifications increased from the 4- to the 40-year-old group and decreased thereafter; the number of complementary responses decreased and then increased. The 20-year-old group used more perceptual similarity classifications while the 30- and 40-year-old groups used more functional similarity classifications. One purpose of the study was to determine whether, as Kogan has suggested, elderly adults are more creative and free-wheeling in their classification responses than younger individuals. Two measures of creativity were employed; one was based on the experimenter's judgments and one based on the frequency with which the same response was given by other subjects. Neither measure indicated that the elderly individuals were more creative than the other age groups. (Author/JAC)

ED 239 147 CG 017 191

Jones, James M.  
The Concept of Race in the History of Social Psychology.

Pub Date—28 Aug 83

Note—22p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).  
Pub Type—Information Analyses (070)—Opinion Papers (120)—Speeches/Meeting Papers (150)  
EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Blacks, Cultural Differences, Evaluation, Intelligence Differences, Opinion Papers, \*Race, \*Racial Attitudes, Racial Factors, Social History, \*Social Psychology, \*Social Theories  
Identifiers—Eugenics

From its beginning, the United States has been a multiracial society, and from the beginning relations between and among the races have been strained by

cultural, economic, social, political, and psychological conflicts. Social psychology came of age in the early 1900's as a disciplined inquiry into the psycho-social problems of the people, and central among them was the matter of race. The concept of race was intimately associated with the basic question of the nature of man. A review of the literature of Darwin, Binet, Terman, and the British Utilitarians shows that those who argued the question of social engineering for the betterment of society failed to appreciate the basic principle of the evolutionary theory, namely, that species survival was based on adaptability enhanced by variability and diversity. Race continued to be a vital concept in the foundations of social psychology as the genetic interpretation of human motivation and performance gave way to an environmental one. In more recent times, social psychology has begun to lose interest in the concept. This process can be roughly divided into 25-year cycles: (1) bio-eugenic origins and racial/cultural differences (1900-1925); (2) socio-cultural influences and socio-political action, the Negro problem (1926-1955); and (3) social integration and experimental control, diverging paths in social psychology (1955-1983). Currently the concept of race appears to be diminishing in importance as an experimental variable, a social/moral problem, and a theoretical concept. Yet social psychology has failed to present a rounded, integrated view of the complex interactions of individual and normative factors in human behavior. The development of a fully conceived, researched, and applied concept of race would make a great contribution to the maturity and significance of social psychology. (JAC)

ED 239 148 CG 017 192

Rose, Suzanna M.  
Friendship Termination Patterns of College Women and Men.

Pub Date—Aug 83

Note—21p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).  
Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Attitude Change, Attribution Theory, \*College Students, \*Friendship, Higher Education, Mobility, \*Peer Relationship, Sex Differences, Social Development

Identifiers—Relationship Termination

Relationship dissolution is generally examined within the context of romantic involvement but rarely from the standpoint of friendship. To examine patterns of friendship dissolution in young adults, retrospective accounts of recently terminated or deteriorated same-sex friendships and changes in friendship networks over the last 5 years were examined for 155 college students. Four patterns of friendship dissolution were identified: physical separation, new friends replace old, growing to dislike the friend, and interference from dating or marriage. The transition to college resulted in a higher rate of deteriorated friendships than was evident during the high school years, particularly for women. Significant gender differences in patterns of termination were also found; physical separation was more likely to precipitate dissolution in men's friendships, and dating or marriage were more likely to interfere with women's. In addition, women assumed significantly more responsibility for the termination than men. The findings suggest that previous experience with long distance or absent friends is a factor which should be considered when exploring termination patterns. (Author/JAC)

ED 239 149 CG 017 193

Epstein, Joyce L.  
Choice of Friends over the Life Span: Developmental and Environmental Influences. Report No. 345.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.  
Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jul 83

Note—120p.; Figures may be marginally legible due to small print.

Pub Type—Information Analyses (070)

EDRS Price—MF01/PC08 Plus Postage.

Descriptors—\*Age Differences, \*Educational Environment, \*Friendship, Individual Characteristics, Interpersonal Attraction, Peer Relationship, Predictor Variables, Racial Factors, Sex Differences, \*Social Development, \*Social Environment, Social Networks

Previous research on friendship selection has failed to focus on how the selection process changes with age or in differently organized environments. This review of the literature takes a life-course perspective on the selection of friends, charting research results on three aspects of the selection process: (1) the number of friends and their proximity; (2) the visible features of friends such as age, sex, and race; and (3) characteristics of friendships and similarity of friends. Over 250 references were reviewed to examine how selection patterns change with age and under different environmental settings from preschool to postsecondary school settings. The results revealed important developmental patterns. With age and the development of cognitive skills and experiences, older students tend to choose fewer best friends, make choices from wider boundaries, increase cross-sex choices, decrease cross-race choices, move toward mixed-age choices, reciprocate and stabilize friendships, and choose more similar friends. There were also important environmental effects on the choice of friends. For example, elementary, junior high, and high schools may be organized to reward or to ignore or punish cross-race or mixed-age choices of friends; or to emphasize differences or similarities among students. These and other environmental conditions affect selection in ways that revise expected patterns of choosing friends. (Author/JAC)

ED 239 150 CG 017 194

Bollenbach, Amy  
A Comparison of Three Cognitive Treatments in Alleviating Depression.

Pub Date—10 Apr 82

Note—84p.; Paper presented at the Annual Meeting of the Western Psychological Association (63rd, San Francisco, CA, April 6-10, 1983).  
Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—Adults, \*Behavior Modification, \*Cognitive Restructuring, College Students, Comparative Analysis, Counseling Effectiveness, \*Counseling Techniques, \*Depression (Psychology), Higher Education, Psychotherapy  
Identifiers—Beck (A T)

After nearly a decade of empirical studies on the effectiveness of various types of psychotherapy, Beck's cognitive/behavioral therapy apparently remains the most effective psychotherapy for depression. However, because of the complexity and the mixture of cognitive and behavioral modification in Beck's therapy it is impossible to test Beck's theory of depression in clinical outcome studies. Two experiments were conducted to evaluate the effectiveness of the cognitive components of Beck's cognitive/behavioral therapy and theory. In Experiment 1, self-referred depressed students were randomly assigned to four groups: Group 1, Beck's Reconstruction of Negative Thoughts; Group 2, Velten's Elation Mood Induction; Group 3, Recording Positive Events, Feelings, and Thoughts; and Group 4, Waiting for Treatment Control. Groups 1 and 3 represent the two cognitive modification components of Beck's therapy. Group 2 used the simplest mood and cognitive modification technique in the literature. Analyses of pre- and post-treatment measures showed that Groups 2 and 3 were more effectively alleviated of symptoms of the depressive syndrome than Group 1, which used Beck's Major Cognitive Modification technique. This supports the view that encouraging depressed persons to focus on positive phenomena is more effective than encouraging them to focus on negative phenomena on a short-term basis. Experiment 2 replicated the positive long-term effects of Velten's statements and demonstrated some of the cognitive processes involved. In general, both experiments confirmed Beck's theory that cognitions influence mood and other symptoms of clinical depression. (JAC)

ED 239 151 CG 017 195

Wile, Daniel B.  
Imposing a Termination Date: An Approach Based on Counterdependency.

Pub Date—Aug 83

Note—15p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).  
Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Counseling Effectiveness, Counseling Objectives, Counselor Client Relationship, \*Counselor Role, Mental Health, Opinion Papers,

\*Psychotherapy, \*Termination of Treatment Identifiers—\*Separation Anxiety, \*Short Term Counseling

Short-term therapy is effective by focusing the therapy and employing an interactive style. However, the imposition of an arbitrary termination date appears to be an overreaction and overcorrection to drawbacks of classical psychotherapy. According to Mann, a proponent of termination dates and short-term therapy, the setting of a termination date forces clients to confront their separation anxiety and to deal with a dependent nature. However, arbitrary termination dates are unbenevolent, unnecessary, and counterproductive in that they provide negative experiences in dealing with arbitrary authority and reinforce cultural prejudices against dependent feelings. To deal with difficulties produced by the arbitrary termination date, Mann excludes clients with strong dependent longings and discourages the client's arguments by taking an authoritative stance. Contrary to other beliefs, most clients gravitate toward short-term therapy, choosing to focus on and talk directly about their presenting problems. (BL)

ED 239 152 CG 017 196

Wood, Wendy And Others

Sex Differences in Group Interaction and Task Performance.

Pub Date—Aug 83

Note—34p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Students, Creative Thinking, Discussion Groups, \*Group Activities, Group Behavior, Higher Education, \*Interaction, \*Performance, Performance Factors, Problem Solving, \*Sex Differences

Research on gender differences in group performance suggests that males excel at brainstorming while females excel at human relations and integration. To investigate the relations among gender, interaction style, and task performance, 264 college students (130 female, 134 male) worked in three person same sex groups on a production task which required the generation of ideas, or on a discussion task which required group members to reach consensus concerning their evaluation of an issue. After the task, subjects completed a questionnaire assessing the quality of the group interaction. An analysis of the results showed that males and subjects assigned to production tasks reported spending more time generating solutions and less concern for harmonious group relations than females and participants working on discussion tasks. Interaction style mediated the relations between gender and group performance in that male groups generated more solutions to production tasks and lower quality solutions to discussion tasks than female groups. No gender differences were obtained in production performance when subjects worked individually and only the creativity of the discussion problems was affected by gender, such that males working individually generated more creative solutions than females. (Author/BL)

ED 239 153 CG 017 197

Madden, David J. Mitchell, David B. Automaticity and Attentional Processes in Aging. National Inst. on Aging (DHHS/PHS), Bethesda, MD.

Pub Date—Aug 83

Grant—AG-02163

Note—16p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Information Analyses (070)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Age Differences, \*Aging (Individuals), \*Attention, \*Cognitive Processes, Developmental Stages, Error Patterns, Gerontology, Memory, Perception, \*Psychological Characteristics, Reaction Time, State of the Art Reviews

In recent research, two qualitatively different classes of mental operations have been identified. The performance of one type of cognitive task requires attention, in the sense of mental effort, for its execution, while the second type can be performed automatically, independent of attentional control. Further research has shown that automatic cognitive operations can be performed without attentional control when three criteria are met: an

independence of performance and processing load; the presence of benefit without cost in the use of advance information; and the lack of an instructions effect. Research gerontologists have proposed that deficits in effortful processing occur during normal human aging, whereas the efficiency of automatic processes remains relatively constant over age. However, relatively little evidence has been found to support this theory. In tasks that are not affected by instructions, such as judgments regarding frequency of occurrence, age differences are reported in some experiments but not in others. In experiments that have examined age differences in visual search and the use of advance information, the criteria for identifying performance as automatic have not been met. As a result, it is too early to add developmental invariance as an additional criterion for automaticity. (BL)

ED 239 154 CG 017 198

Williams, Richard N.

Dialectics and Meaning: The Effects of Opposition in Cognition and Learning.

Pub Date—Aug 83

Note—29p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Cognitive Processes, \*Concept Formation, Epistemology, \*Learning Processes, Learning Theories, Paired Associate Learning Identifiers—Antonymy, \*Dialectic (Concept), \*Dialectical Thought

The literature of antonymy, though disjointed and inconclusive, has found that opposition is important to development, learning, psychological health, and creativity. To investigate the role of dialectics in cognitive processes and human learning, four empirical studies were undertaken. In study one, to investigate the dialectic process in affective assessment, subjects learned opposite and same word associations that had been paired for liked and disliked words. An analysis of the results showed that both the same and opposite groups showed a positive reinforcement value effect. In the second study, to investigate the relational ties between items, the previously used paired associations were modified to link nonsense syllables with four affirmations. High school and college subjects learned four affirmations for each of two root nonsense syllables. The results showed that both opposite and positive strategies facilitated learning. In the college sample, opposition was significantly more facilitative than all other strategies. In the third study, to investigate the linear quality of demonstrative reasoning, subjects learned triads of nonsense syllables from the middle range of associative strength. As in the other studies, a dialectical, oppositional strategy enhanced learning even in the absence of real semantic meanings. In the fourth study, an incidental learning paradigm using real words replaced the paired associate paradigm. Subjects learned the words intentionally or as part of an affective/nonaffective semantic task. The results showed that antonym pairs were recalled much better by the two semantic task groups. This research demonstrates the validity of investigating the dialectic construct and challenges the traditional associationistic and cognitive models of modern psychology. (BL)

ED 239 155 CG 017 199

Regan, Stephen D.

Mandated Multicultural Education: Boon or Boondoggle.

Pub Date—Mar 83

Note—25p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Washington, DC, March 20-23, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)—Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Attitude Change, Behavior Change, Counselor Role, Curriculum Development, \*Human Relations, \*Inservice Teacher Education, \*Multicultural Education, Program Evaluation, Required Courses, \*Sensitivity Training, Sex Fairness, Teacher Attitudes, Teacher Behavior, Units of Study

Identifiers—Iowa, \*Mandatory Programs

Mandated multicultural education in Iowa grew out of a strong commitment to education, a large influx of Southeast Asians, and a concern for the

homogeneous nature of educational materials. The mandate stated that the Iowa Board of Education was responsible for the design, implementation, and evaluation of a multicultural/nons sexist education program by 1984. Tangential to the program, teachers were required to take a 45-hour human relations course focusing on self awareness, values, multicultural and nons sexist education, presentations by minority groups, and development of methods and materials for classroom implementation. To investigate the effectiveness of the mandate and the human relations course on teacher knowledge, teacher attitude, and teacher behavior, course participants completed a course evaluation, the Attitude Toward Sex Role Scale, and a 1-year follow-up questionnaire on implementation. An analysis of the results showed that no significant gains appeared for either attitude or knowledge. However, behavior did appear to change, in that 1 year after training, 70 percent of the teachers were still using the materials they had developed. Faulty administration, inadequate guidelines, and a lack of real support for the program from various official levels of education may explain the lack of significant gains and the image of the mandated program as a boondoggle. However, final analysis of program effectiveness must be based on student attitudes and counselor effectiveness in dealing with minority students. (The course evaluation form, the Attitudes Toward Sex Role Scale, and the response totals on the follow-up questionnaire are appended.) (BL)

ED 239 156 CG 017 200

Hoshmand, Lisa

"Rap Groups" as Field Research Method in a Sheltered Workshop.

Pub Date—Aug 83

Note—33p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, \*Counseling Effectiveness, Counseling Techniques, Counselor Role, \*Field Studies, Interaction, \*Mental Retardation, Participation, Research Methodology, \*Sheltered Workshops, Social Support Groups

Identifiers—Participant Observation, \*Rap Sessions

Informal discussion groups, "rap groups" have been found to be an effective method for establishing rapport and understanding with mentally retarded adults in sheltered workshop settings. To investigate the use of rap groups as a field research approach with mentally retarded adults, four groups of 6 to 9 mentally retarded adults, divided by functioning level and age, met for 15 weeks with a group facilitator whose role involved listening, moderate structuring, modeling of participation, and minimal shaping of responses. Group procedures varied among three facilitation levels: baseline (as stated above); treatment one which encouraged the expression of feelings; and treatment two which used questions to stimulate reflection on issues. Group sessions were audiotaped and transcribed for content. An analysis of the results showed that, as in previous research, the "rap groups" were effective in establishing rapport and trust with the agency and its clientele. The groups did not require a high degree of structuring and modeling, and with minimal shaping and moderate facilitation the participants were able to reach a meaningful depth of discussion, thus proving the effectiveness and appropriateness of this method for field research. A review of content showed that the predominant themes were romantic relationships, independence, self-worth, loneliness, support, and behavior control. (Procedural guidelines and examples of participants' comments are appended.) (BL)

ED 239 157 CG 017 201

Lochman, John E. Lampron, Louise B.

Client Characteristics Associated with Treatment Outcome for Aggressive Boys.

Pub Date—Aug 83

Note—13p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Aggression, \*Behavior Modification, Children, Cognitive Processes, \*Cognitive Restructuring, Counseling Effectiveness, Counseling Techniques, Intermediate Grades, \*Males,

# **Personality Traits, Problem Solving, Self Esteem Identifiers—**\*Client Characteristics, \*Goal Setting

Group treatment based on cognitive-behavioral and social problem solving strategies has been found to produce significant improvement in aggressive children. To investigate the association between clients' initial behavioral and subjective characteristics and the degree of improvement displayed on behavioral measures over the treatment period, 76 fourth, fifth, and sixth grade boys, identified by their teachers as aggressive, were assigned to one of four treatment groups: cognitive behavioral (CB), goal setting (GS), CB plus GS (CBGS), and a no treatment condition (NT). The CB treatment consisted of 12 weekly group sessions which focused on the development of interpersonal, cognitive, and problem solving skills and on inhibiting self-statements. In the GS condition, boys identified weekly classroom behavioral goals which were monitored by teachers and reinforced in group meetings. To measure behavioral change, both teacher and parental ratings of aggression and measures of self-esteem, socioeconomic status and problem solving skills were collected. An analysis of the results showed that in both cognitive behavioral conditions, greater reduction in rates of disruptive-aggressive off-task classroom behavior was predicted by having higher rates of these behaviors initially. Greater reduction in parents' ratings of aggression was predicted by having poor social problem-solving skills initially. Additional predictors of reductions in parents' ratings of aggression in one, but not both, cognitive behavioral conditions included having higher rates of somatic symptoms and poorer social acceptance by peers. Improvement within the goal setting condition was most evident in those boys who had initially poorer self-esteem. Boys in the NT condition who demonstrated the greatest spontaneous improvement on these change measures were the ones who initially were the best problem-solvers and who had higher levels of self-esteem. The cognitive behavioral conditions appeared to have most impact with those boys who were the most in need of intervention. (Author/BL)

ED 239 158

CG 017 202

Maes, Wayne R.

## **The Cognition/Affect Linkage and the Unconscious in Cognitive Therapy.**

Pub Date—Apr 83

Note—18p; Paper presented at the Annual Convention of the Rocky Mountain Psychological Association (Snowbird, UT, April 26-30, 1983).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Affective Behavior, \*Cognitive Processes, Counseling Theories, Counselor Client Relationship, Intuition, \*Psychotherapy, State of the Art Reviews

Identifiers—\*Cognitive Therapy, \*Unconscious Intention

In recent research cognitive therapists have been paying increased attention to the linkage between thought, feeling, and the nature of the unconscious process. Although traditional cognitive theory maintains that cognition precedes affect, recent research on the relationship has shown that affect may precede cognition. It is only in those cases in which cognition is used in an information processing, linear, computer analog manner that cognition precedes affect. The concept of spherical cognition and intuition, in which perceptions are global rather than sequential, supports affect preceding cognition, in that discrimination occurs without recognition in the unconscious process. In unconscious self-deception, intuitive, spherical cognition works to keep undesired information out of an individual's awareness. Some specific implications of these findings about the cognition/affect linkage in the unconscious process hold for cognitive psychotherapy. Knowledge organization follows three structural aspects: (1) the metaphysical hard-core, i.e., self-knowledge present without words; (2) the protective belt, the personal identity which emerges and which is more near conscious awareness of self; and (3) research plans or models that simulate and anticipate reality. Individual change can occur at both the metaphysical hard-core and the protective belt levels. (BL)

ED 239 159

CG 017 203

Hateley, B. J.

## **Guided Autobiography: An Approach to Human Development.**

Pub Date—22 Nov 82

Note—23p; Paper presented at the Annual Scientific Meeting of the Gerontological Society of America (35th, Boston, MA, November 19-23, 1982).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Autobiographies, \*Course Content, Developmental Psychology, Higher Education, \*Individual Development, Interaction, Metaphors, Perspective Taking, Program Descriptions, Teacher Role, Thematic Approach, Writing Instruction

Identifiers—\*Guided Autobiography, \*Life Review

This paper, written for counselors and educators, describes a course in guided autobiography (a self-narrative which is structured around important life themes such as family, work, health, love and death) and its role in developmental psychology. A description of the course which is structured around three components, lectures, writing assignments, and small group discussions, is provided. The lectures focus on psychological concepts and theories and literary techniques, tools, and styles. Weekly writing assignments focus on a specific theme through sensitizing, stimulating questions. Small group discussions, which take place the last hour of class, provide for reflection on the writing assignments through supportive feedback and self-analysis. The role of guided autobiography in developmental psychology, life metaphor, and life review, and the uses and adaptation of guided autobiography in a variety of settings are discussed. (BL)

ED 239 160

CG 017 204

Hader, Ann Rita Lewis

## **Battered Women: A Lifestyle Study.**

Pub Date—Mar 83

Note—11p; Paper presented at the Annual Meeting of the Southeastern Psychological Association (29th, Atlanta, GA, March 23-26, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Battered Women, Individual Power, \*Life Style, Locus of Control, \*Personality Traits, Psychological Characteristics, \*Psychological Patterns, Self Concept, Victims of Crime

Although much is being written about the sociological aspects of the battering syndrome, little has been done to investigate the personality characteristics of battered women. To investigate the personality characteristics which relate to the life styles of battered women, 60 women (30 battered women, 30 non-battered women), ranging in age from 19 to 56, were interviewed using Kern's Life Style Scale. The scale classifies life styles into five categories: controller, perfectionist, need to please, victim, and martyr. An analysis of the results showed that the life style typologies of battered women were significantly different from those of women who have never been battered. Women who scored high in the category of need to please lent themselves as targets to battering situations. Women who scored high in the category of controller were not as likely to be victims of abuse. (The Life Style Scale is appended). (BL)

ED 239 161

CG 017 205

Coleman, Lerita M. Jussim, Lee J.

## **Perusing Teacher Expectations: A Closer Look at Affect-Attribution Links.**

Spons Agency—Spencer Foundation, Chicago, Ill. Pub Date—Aug 83

Note—35p; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Ability, Academic Achievement, \*Affective Behavior, \*Attribution Theory, College Students, \*Expectation, Higher Education, Student Teacher Relationship, Teacher Attitudes, \*Teacher Response

Identifiers—Effort

Recent research on teachers' expectations has begun to explore the factors underlying the link between expectations and performance. To investigate the relationship between the affective responses of teachers and students' attributions regarding effort versus ability, 130 college students (66 male, 64 female) were instructed in solving anagrams and

subsequently solved three out of five anagrams. Upon completing the test, each subject received one of seven affective responses to his performance from the instructor: anger, pity, relief, positive surprise, negative surprise, pride, or no emotion. The subjects then completed an attribution questionnaire. An analysis of the results showed that emotional responses produced greater effort and ability attributions than did no emotion. Responses containing positive emotions or positive feedback led to significantly greater effort attributions than responses containing negative emotions or negative feedback. The element of surprise in emotion reduced perceptions of effort attributions and also resulted in greater attributions to ability. Future research should focus on the impact on affect-attribution links of self versus teacher perceptions, various cultural and ethnic group memberships, and situational and contextual factors. (Author/BL)

ED 239 162

CG 017 206

Bailey, James R. And Others

## **The Development and Testing of an Obsessive-Compulsive Personality Instrument.**

Pub Date—May 83

Note—12p; Paper presented at the Annual Meeting of the Midwestern Psychological Association (55th, Chicago, IL, May 5-7, 1983). Best copy available.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Behavior Patterns, College Students, Higher Education, \*Personality Measures, Personality Traits, Psychological Patterns, Sex Differences, \*Test Reliability, \*Test Validity

Identifiers—\*Obsessive Compulsive Scale, Obsessive Compulsive Behavior

Compulsivity and obsessiveness are vaguely defined terms which include a broad range of behaviors and cognitions that have been elusive to quantify. To introduce the 22-item Obsessive-Compulsive Scale (OCS) and to perform preliminary validation studies, 114 (46 male, 68 female) college students and 37 counseling clients completed the OCS on two separate occasions. To determine test validity, the Orderliness Scale of the Conner Personality Scales and the Change Scale of the Adjective Check List (ACL) were also administered. Further validation was obtained from psychologists' assessment of the 57 clients and ratings of the participants by roommates. An analysis of the results showed that the OCS had a modest level of reliability and promising concurrent validity. Correlations with the ACL and the Conner Order Scale also were within the modest range. No differences between means were found for sex or client versus student subgroups. Further validation studies and the development of norms is recommended. (The OCS and tables presenting the means, standard deviations, and correlations of the OCS with other measures are appended.) (BL)

ED 239 163

CG 017 207

Clark, Margaret S. And Others

## **Effects of Arousal on Interpreting Other People's Emotions.**

Pub Date—Aug 83

Note—15p; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, Affective Behavior, \*Arousal Patterns, Bias, College Students, \*Emotional Response, Evaluative Thinking, Higher Education, Negative Attitudes, Perception, \*Psychological Patterns

Identifiers—Positive Attitudes

Previous research has found that sympathetic arousal will cue information stored in memory with a similar level of arousal. To investigate the effect of arousal on the interpretation of other people's emotions, three studies were conducted. In the first study, 37 adult tennis players, who were either about to play tennis or who had just played, rated positive or negative phrases on a 7-point scale indicating serenity/joy (for the positive statements) or depression/anger (for the negative statements). An analysis of the results showed that arousal biased judgments of positive stimuli toward joy and judgments of negative stimuli toward anger. In the second study, 16 college students rated slides on a 5-point scale indicating the serenity/joy or depression/anger.



sion/anger dichotomies, either prior to or following a sinner practice. The results of this study replicated the results of the first study for positive stimuli. However, no support for an effect of negative stimuli was demonstrated. In the third study, 39 college students rated slides, as in the second study, either before or after an exercise period. The results again replicated the results of the other studies in that increases in arousal biased judgments of positive stimuli but not judgments of negative stimuli. (BL)

ED 239 164 CG 017 208

Ruderman, Audrey J.  
A Test of the Abstinence Violation Effect.  
Pub Date—Aug 83

Note—16p; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).  
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Alcoholic Beverages, College Students, \*Drinking, Higher Education, Males, Personality Traits, Psychological Patterns, \*Self Control

Identifiers—\*Abstinence

According to the abstinence violation effect, highly controlled drinkers tend to overindulge following an initial slip. To investigate this relapse model, 47 male college students, ranging in age from 21 to 46, were assigned either to an unrestrained or a restrained drinker group according to their scores on the Restrained Drinking Scale. Subjects were given a choice of rating either wine or soda after one half of the group received an alcohol preload. An analysis of the results showed that, contrary to the abstinence violation effect, an initial slip in the control of restrained drinkers did not lead to overindulgence. Restrained drinkers who had an alcohol preload were less likely to select alcohol in preference to soda. Compared to unrestrained drinkers, however, restrained drinkers were more likely to select alcohol in the no-preload condition. The preload increased the self-control exhibited by the restrained drinkers. (BL)

ED 239 165 CG 017 209

Kelly, James G.  
Assessing Social Settings to Design a Preventive Consultation.  
Pub Date—Aug 83

Note—14p; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).  
Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Competence, \*Consultation Programs, Global Approach, Human Resources, Measurement Techniques, Organizational Climate, \*Organizational Development, \*Prevention, Program Evaluation, Resource Allocation, \*Social Environment

Identifiers—\*Ecological Paradigm

Preventive consultation, rather than focusing on individuals or specific problems, focuses on the environmental factors within a social setting that contribute to the incidence and prevalence of a specific problem. The ecological paradigm is a useful assessment for directing the design of a preventive consultation. The design focuses on the life enhancing conditions of the setting as they relate to how internal and external resources are being used. The preventive consultant works with the social environment to identify qualities that will promote a milieu for preventive intervention and to create a milieu that will enable members to manage resources and develop competencies. The social setting is assessed for the diversity of member competencies, informal social ties, and the occasions, activities, and events where the social norms of the organization are revised. Organizational resources, (i.e., members' commitment to change, linkage to external resources, and the available means to reduce tension), are assessed through interviews. Diversity of competencies is assessed through observation of informal social settings. Formal and informal processes are used to allow competent members to both receive and contribute resources. By focusing the preventive consultation assessment on these elements, the proposed consultative service will be embedded in a supportive environment, which will better ensure its acceptance by the setting members. (BL)

ED 239 166 CG 017 210

Coyle, Robert B. Church, Jay K.

A Comparison of Authoritarian and Permissive Wording of Hypnotic Suggestions.  
Pub Date—26 Aug 83

Note—12p; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).  
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Authoritarianism, Behavior Patterns, College Students, Emotional Response, Higher Education, \*Hypnosis, \*Personality Traits, \*Responses

Identifiers—\*Creative Imagination Scale (Wilson and Barber), \*Permissiveness, Trust

The authoritarian/permissive dimension of hypnosis refers to the manner in which hypnotic suggestions are phrased. In the authoritarian mode suggestions imply the subject is under control of the hypnotist; permissive suggestions are phrased to emphasize the subject's own thinking. To compare the permissive suggestions of the Creative Imagination Scale (CIS) with similar but authoritarian suggestions, and to investigate the relationship of suggestion mode to three personality characteristics (absorption, interpersonal trust, and attitudes toward hypnosis), 206 college students (40 male, 166 female) completed the Attitudes to Hypnosis Scale; listened to an authoritarian or permissively worded hypnotic induction; and listened to audiotapes of ten hypnotic suggestions which were authoritarian or permissive. Subsequently the subjects completed the CIS, the Tellegen Absorption Scale, and the Interpersonal Trust Scale. An analysis of the results showed that permissively worded suggestions were perceived by the subjects as being more like reality than were suggestions in the authoritarian mode. The three personality characteristics were positively and significantly related to authoritarian hypnosis. Only absorption was significantly correlated to permissively worded suggestions. (BL)

ED 239 167 CG 017 211

Fagan, Nancy Magnusson And Others  
Self Esteem, Expectation and Attribution of Responsibility for Academic Performance.  
Pub Date—Aug 83

Note—18p; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).  
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Ability, \*Academic Achievement, \*Attribution Theory, College Students, \*Expectation, Grades (Scholastic), Higher Education, Locus of Control, Personality Traits, Self Esteem, \*Student Evaluation of Teacher Performance, Teacher Effectiveness

Since student ratings of teacher effectiveness are instrumental in faculty promotion and tenure decisions, the assets and limitations of such ratings must be understood. To investigate the impact of three personality factors (ability, locus of control, and self-esteem) and academic performance on expectation and attributions of performance, 212 college students (139 female, 73 male) completed two questionnaires. The first questionnaire assessed personality factors and was administered prior to examinations. The second questionnaire assessed expectation and attribution of grades and was administered immediately after the students received feedback on their exam performance. The attribution items were worded in a positive direction for those students who experienced success and in a negative direction for those students who experienced failure. An analysis of the results showed that ability and grade influenced expectation. Self-esteem, as well as grade and expectation, predicted attributions. Self-esteem was negatively related to both internal, stable and external, unstable factors. Grade, although a potent predictor of expectation, was less important than expectation in predicting attributions. Students who experienced success endorsed a variety of attributions exhibiting a "yes" response style. Those experiencing failure exhibited a "no" response style; however, they did not blame the teacher nor did they identify other factors as causes. (BL)

ED 239 168 CG 017 212

Forward, John Sapin, Cory  
Beyond Sex Roles: A Status Dynamic Formula.  
Pub Date—Aug 83

Note—10p; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).  
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Androgyny, \*Cognitive Style, Evaluative Thinking, Interpersonal Competence, \*Personality Measures, \*Response Style (Tests), Schemata (Cognition), Sex Differences, \*Sex Role, \*Sex Stereotypes, Status, Test Validity

Identifiers—Social Desirability

Measures assessing non sex-typed behavior continue to define that behavior in traditional sex role terms. A status/role distinction formulation of behavior provides a broader context in which to account for the characteristics and competencies of an individual under specific circumstances. Under the status assignment model, individuals with a performative orientation tend to categorize acts in terms of specific roles. Individuals with a significance orientation are able to take into account the total "meaning" of the performance. To demonstrate that performative-oriented subjects would engage in sex role stereotyping, while significance-oriented subjects would evaluate each person/situation in terms of personal competence and behavior opportunities, 20 subjects (10 with a performative orientation; 10 with a significance orientation) rated observed behaviors in six scenarios, according to 20 adjectives from the Bem Sex Role Inventory. An analysis of the results showed that while performative subjects sex stereotyped the behavior of characters in all scenarios, the significance-oriented subjects showed no stereotyping effects. They rated each situation according to the appropriateness of behaviors in that situation and did not use irrelevant sex role prescriptions. In addition, performance-oriented subjects counter-stereotyped the obvious performative behavioral option in order to avoid presenting themselves as traditional sex role types. Measures using the performance/significance orientation are able to overcome this social desirability bias in a way that current face-valid measures of androgyny are not. (BL)

ED 239 169 CG 017 213

Dillon, Ronna F.  
Eye Movement Models of Academic Achievement.  
Pub Date—Aug 83

Note—16p; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).  
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, \*Cognitive Processes, College Students, \*Evaluation Methods, \*Eye Movements, Grade Point Average, Higher Education, Individual Differences, Intelligence Tests, Models, \*Predictor Variables, Scores

Current psychometric assessments, which are based on test score predictors providing information only on products of performance, fail to account for satisfactory amounts of variance in academic achievement or other criterion measures of interest. To corroborate and extend previous work on information processing measures, by examining the differential predictive power of a process based on eye movement data compared to test score information, two studies were conducted. The eye movements of 39 college students (19 in the first study; 20 in the second study) were recorded during the solution of a set of 3 x 3 figural analogies from the Advanced Progressive Matrices (APM). A stimulus was presented on 35 millimeter slides with eight possible responses. The subject's head was positioned against chin and forehead rests. A calibration procedure preceded eye movement data collection. An analysis of the results from both studies showed that the process model based on eye movement data yielded greater prediction of academic achievement than did models based on test score data. Indices reflecting the amount of information that can be processed at a given time, and the allocation of processing resources to activities involving rule application accounted for significant amounts of variation in grade point average (GPA). Specifically, individuals earning relatively high GPAs were characterized as processing information in relatively large units with little redundancy, and expending a small percentage of their total processing resources on rule application activities. (BL)

ED 239 170 CG 017 215

Wilson, Keren Brown DeShane, Michael R.



### Factors Influencing Adjustment to Late-Life Divorce.

Spons Agency—NRTA-AARP Andrus Foundation, Washington, D.C.

Pub Date—Apr 83

Note—24p.; Paper presented at the Annual Meeting of the Western Gerontological Society (29th, Albuquerque, NM, April 16-20, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Differences, \*Divorce, \*Emotional Adjustment, Middle Aged Adults, Midlife Transitions, Models, \*Older Adults, \*Predictor Variables, \*Sex Differences, Stress Variables

Although the rate of divorce among older Americans has increased steadily, little attention has been paid to late life divorce. To describe the role of age and other factors which might influence adjustment to divorce in later life, data from a larger pilot study were used: 81 divorced persons over the age of 60 completed in-depth, structured interviews, and data were collected from records of 240 individuals filing for divorce, in which one of the spouses was over 60. Results showed that divorcing older adults shared many characteristics with younger divorcing persons, e.g., low occupational status, few assets, weak religious ties, urban residence, weak kinship ties, and early marriage. The cause often given for divorce was lack of emotional gratification, generally precipitated by a particular stressful event. Although women were more likely than men to rate their marriage as of low quality, they reacted more negatively to the idea of divorce. Men were less successful than women in post-divorce adjustment. A divorce adjustment model developed to predict low post-divorce adjustment suggests a set of relationships between five predictor variables: anticipated cost, divorce experience, consequences, time, and sex. Sex, type of divorce experience, and overall consequences accounted for over half the variance in post-divorce adjustment scores. The findings suggest that without the roles of wife and mother, older divorced women are ill-prepared emotionally, socially or financially to adapt to divorce. (JAC)

### ED 239 171

CG 017 216

Govaerts, Kathryn A. Olson, Douglas H.

Client Resources: Client Characteristics, Coping Skills, and Compliance.

Pub Date—Aug 83

Note—34p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavior Patterns, Cognitive Ability, \*Coping, \*Counseling Effectiveness, Expectation, Individual Differences, Interpersonal Competence, Predictor Variables, \*Psychological Patterns, Social Support Groups, Stress Variables

Identifiers—\*Client Characteristics, \*Compliance (Behavior), Resistance (Psychology)

Research on interpersonal influence within counseling psychology has focused primarily on the characteristics of the counselor. There is a need to study the role of client characteristics in resistance or noncompliance. A review of the literature indicates that most client characteristics associated with noncompliance in therapy can be narrowed into five major categories. One type of noncompliance relates to a client's lack of cognitive, interpersonal, or behavioral skills that may limit potential ability to deal with counselor requests. Another variable is client expectations concerning the effectiveness and length of treatment. A third variable which may be related to both maintaining problem behavior and developing new coping responses is the client's support system. Certain fixed modes of thinking or behaving with which clients begin therapy appear particularly resistant to change and may help them defend against having to cope successfully. And finally, demographic variables such as social class also can influence clients' resistance. The unique skills and abilities which the client brings into the counseling relationship represent two broad categories: intrapersonal skills, mobilized to enhance one's sense of self-efficacy and mastery; and interpersonal skills, used in interacting with others. Both inter- and intrapersonal skills are needed to prevent a stressful event, limit an event in progress, or adjust to the effects of the event. Treatment compliance will be enhanced if the counselor is aware of the client's level of coping and the skills the client needs to enjoy a sense of mastery and competence. (JAC)

### ED 239 172

CG 017 217

Hansen, William R. And Others

Attrition in Prevention Research.

Spons Agency—National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.

Pub Date—Aug 83

Contract—82-79828

Grant—NIDA-1-RO1-DA-02941

Note—22p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Attrition (Research Studies), Behavior Patterns, High School Students, Junior High School Students, Longitudinal Studies, \*Prevention, Program Effectiveness, \*Research Design, \*Research Problems, Secondary Education, Smoking, Statistical Bias, Validity

Even though attrition presents a serious threat to the validity of longitudinal research, there is a lack of standardization for reporting it. To examine the effectiveness of four tests for attrition—two for external validity and two for internal validity—the tests were applied to two large scale projects: the first, Project HASP, is a smoking, alcohol, and marijuana prevention project implemented with a high school population; the second project (TAPP) is a tobacco and alcohol intervention project conducted with a junior high school population. The first test examined differences in pretest scores for drop-outs and stayers. Results showed that those identified at pretest as using tobacco, alcohol, or marijuana were over represented among drop-outs. Sex, age, and ethnic differences were also found, suggesting questionable external validity for both studies based on this test. The second test addressed attrition among those for whom multiple test data were available. Both projects showed the least likely group to drop out were the continuing non-users. Since treatment occurred between survey times, this finding suggests program generalizability may only apply to those who were relatively stable non-users. The third test assessed differential rates of attrition among conditions. Since attrition for the control group in Project HASP was high, it is possible that attrition masked actual program effects such that significant findings did not emerge. No differential attrition by treatment was observed between conditions in Project TAPP. The final test examined drop-outs' differential rates of behavior among conditions. For Project HASP there was no differential attrition among conditions by any particular substance-using group; in Project TAPP attrition by smokers and drinkers was roughly equally distributed between the experimental and control groups. The absence of a sure correction of attrition artifacts suggests researchers should take positive steps to prevent attrition if possible, and, at a minimum, report potential artifacts as proposed in these tests. The four tests provide a means for the research community to assess the weaknesses and strengths of prevention programs. (JAC)

### ED 239 173

CG 017 218

Hochberg, Allan M. Kressel, Kenneth

Determinants of Successful Divorce Settlement Outcomes.

Pub Date—Aug 83

Note—12p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Court Litigation, \*Divorce, Interpersonal Relationship, Lawyers, \*Participant Satisfaction, \*Predictor Variables, Spouses

Identifiers—\*Negotiation Processes

Despite the rapidly rising divorce rate and the importance of the divorce settlement agreement for the spouses' financial and emotional well-being, factors influencing the effectiveness of divorce negotiations have received very little attention. To assess the major determinants of successful divorce negotiations between divorcing spouses and their lawyers, 90 recent divorces completed a 14 page Divorce Settlement Experience Questionnaire (DSEQ). In addition, interviews were conducted with 14 of the subjects who represented six of the best and eight of the worst divorce outcomes. The DSEQ assessed 18 separate predictor variables. Both the DSEQ and the interview surveyed the same major areas, including characteristics of the spouses and their rela-

tionship, the role of lawyers, and the quality of the divorce outcomes. A cooperative negotiating orientation by both the parties and their attorneys, resource availability, and client involvement in the negotiations were consistently associated with successful outcomes. Respondent dissatisfaction was most strongly associated with clients who viewed their emotional well-being as poor, clients who did not feel confident or knowledgeable during the settlement process, couples who were apprehensive about communicating with each other or had major differences over settlement terms, and lawyers who did not have a counselor orientation. Subjects with poor outcomes and a third of the good outcome cases were dissatisfied with the present legal system and often with the nature of their relationship with their lawyers. Several respondents advocated some form of mediation as an alternative to the present adversarial system. (JAC)

### ED 239 174

CG 017 219

Heinemann, Allen W. Shontz, Franklin C.

Methods of Studying Persons.

Pub Date—Aug 83

Note—21p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Best copy available.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Coping, Emotional Adjustment, Emotional Response, \*Holistic Approach, \*Individual Differences, Physical Disabilities, Psychological Patterns, \*Q Methodology, \*Research Methodology

Identifiers—\*Role Repertory Technique, Spinal Cord Injuries

Conventional research strategies typically emphasize behavior-determining tendencies so strongly that the person as a whole is ignored. Research strategies for studying whole persons focus on symbolic structures, formulate specific questions in advance, study persons one at a time, use individualized measures, and regard participants as expert consultants. Two such techniques, Q-technique and the role repertory test, were used in a study of two college students with spinal cord injuries. Specific questions focused on a stage model of adjustment, the necessity of mourning loss prior to disability acceptance, and the manner in which values theorized to define disability acceptance change across time. A variation of the Critical Incident Technique was used to obtain descriptions of course-of-life landmarks. Both subjects used a 48-item Q sort to describe typical and ideal selves at each landmark episode; the role repertory technique was used to determine significant persons and the constructs defined by their roles. Factor analysis of the Q sortings showed distinctly different ways of adjusting to a major life disruption. The results enhance the sophistication of the stage model of adaptation as applied to individuals, and build on existing methods to enhance the systematic understanding of individuals. (JAC)

### ED 239 175

CG 017 221

Wilson, W. Elbert And Others

Using the MBTI to Predict Career Development Program Usefulness.

Pub Date—22 Mar 83

Note—16p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Washington, DC, March 20-23, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Development, Career Counseling, \*Career Development, \*Career Guidance, Career Planning, Government Employees, \*Participant Characteristics, \*Personality Traits, Predictor Variables, \*Program Effectiveness

Identifiers—\*Myers Briggs Type Indicator

Career development programs can benefit from knowledge of the needs and characteristics of their participants. To investigate whether certain types of individuals seek career development assistance more often than others, 279 self-selected white collar employees of a large, federal biomedical research company completed the Myers Briggs Type Indicator and participated in either individual or group career development activities (CDA) over a 3-year period. An analysis of the results showed that the "typical" CDA participant was a 36-year-old female who had completed at least 2 years of college, was employed in a support-level occupation, with a pref-

erence for attending group CDA's. The participants tended to have a sensing/judging temperament style, in addition to extraversion/introversion and thinking/feeling preferences. However, having one temperament style rather than another did not in itself drive individuals to seek career development activities. Having a temperament style which was non-representative of the organizational norm did influence participation in CDA's. Introverts represented 54 percent of all persons seeking assistance, over twice as many as would be predicted by their presence in the general population. The findings suggest that individuals having organizationally representative styles may have need for CDA services not currently available. (BL)

ED 239 176 CG 017 222

Cooper, Harris M.  
A Historical Overview of Teacher Expectation Effects.

Pub Date—[Aug 83]

Note—15p; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Ability, \*Academic Achievement, Expectation, Locus of Control, Outcomes of Education, Student Reaction, \*Student Teacher Relationship, \*Teacher Behavior, \*Teacher Influence, Teacher Response, Teachers Identifiers—\*Teacher Expectations

Since the late 1960's, researchers have been concerned with the influence of teacher expectations on student performance. Teacher expectations generally can be categorized into three types: assessments of ability, predictions of progress, and natural discrepancies between teacher estimates and actual student performance. Expectations can have the effect of self-fulfilling prophecy or of sustaining expected performance levels. In a 1978 survey of the literature, 112 studies were found which investigated teacher expectations; 40 percent of those studies found significant support for the existence of teacher expectation effects. These expectations are communicated in the classroom through student and teacher interactions in the form of socioemotional atmospheres, verbal input, verbal output, and feedback. In general, brighter students tend to receive more feedback and teacher interaction time than less bright students, resulting in the likelihood of sustaining expectation effects. According to the Expectation Communication Model (Cooper, 1979), teachers' expectations and the context of an interaction influence teachers' feelings of control over student performance. Teachers generally feel in control over high expectation students and over self-initiated interactions. Current research is focusing on the role of student thoughts in the communication process and the role of teachers' individual differences in expectation communication. (BL)

ED 239 177 CG 017 223

Blum, Robert E. Druian, Greg  
People Helping People: A Guidebook on Dissemination through Peer Interaction. The Northwest Connection.

Northwest Regional Educational Lab., Portland, Ore.

Spons Agency—Office of Career Education (ED), Washington, DC.

Pub Date—Oct 80

Contract—300-78-0556

Note—24p; Figures are marginally legible.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Career Education, Consultants, \*Consultation Programs, \*Information Dissemination, \*Information Networks, \*Peer Groups, Peer Influence, Program Descriptions, Program Design

Identifiers—\*Northwest Connection

This seven section guide, written for state and local career education coordinators, dissemination specialists, and representatives of labor, business, industry, and government, describes the Northwest Connection (NWC), a demonstration, regional, career education, peer assistance model. Section 1 presents an overview of the NWC, describing the joint efforts of the state departments of education in Alaska, Idaho, Montana, Oregon, and Washington, and of the Northwest Regional Education Laboratory to establish the regional consulting service. Service process, consultants, delivery model, and results are described. Section 2 focuses on the selec-

tion process for the consultants, including benefits and expectations, selection criteria, and areas of specialization. Section 3 describes how the service was promoted, focusing on uses, information selection, activities, and responsibilities. Training of the consultants is covered in section 4, while section 5 explores what made the system work; consultants' pay, benefits, recordkeeping, and communications are described. Section 6 reflects on considerations in establishing peer assistance programs, and section 7 presents a brief review of the literature on peer interaction. NWC forms are appended, including the evaluation postcard, consultants' log and planning forms, and an expense account form. (BL)

ED 239 178 CG 017 224

Tom, David Y. H.  
Teacher Cognitive Style, Expectations, and Attributions for Student Performance.

Pub Date—[Aug 83]

Note—18p; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, \*Asian Americans, Attribution Theory, Cognitive Style, Comparative Analysis, Elementary Education, \*Expectation, Outcomes of Education, \*Racial Differences, Sex Differences, Socioeconomic Status, Teacher Influence, Teacher Response, Teachers, \*Whites

Identifiers—\*Teacher Expectations

Research has shown that race, social class, and gender influence teacher expectations of student performance. To investigate teacher expectations for the academic performance and future occupational status of white and Asian elementary school children, and the teacher attributions for their performance, 25 white elementary school teachers (23 female, 2 male), with a mean of 6 years of teaching experience, completed Budner's Scale of Tolerance-Intolerance of Ambiguity, and the Paragraph Completion Test. Teachers then estimated students' projected grades, occupations, and reasons for success/failure on six record cards containing a fictitious student's cumulative grades, background information, and his/her photograph. An analysis of the results showed that higher grades and occupational status were expected for middle class than lower class students, and higher grades were expected for Asian students than white students. Girls were expected to receive higher grades than boys. Asian males were expected to attain higher occupational status than white boys, while white girls were expected to attain higher occupational status than Asian girls. High authoritarian teachers utilized student background to form lower expectations for out-group than for in-group students. Teachers held positive stereotypes of Asian males, believing them to have an internal locus of control and strong family and peer support and influence. (BL)

ED 239 179 CG 017 225

Long Term Care: Report to the Secretary. Service Delivery Assessment, Office of the Inspector General, December 1981.

Department of Health and Human Services, Seattle, WA. Region 10.

Pub Date—Dec 81

Note—22p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Community Health Services, Cost Effectiveness, \*Delivery Systems, Disabilities, \*Family Role, \*Financial Support, \*Needs Assessment, Nursing Homes, Older Adults, Placement, Program Effectiveness

Identifiers—Case Management, Client Characteristics, \*Long Term Care

The demand for long term care is growing as the population in need of services becomes older and frailer, and as the nature of the family, the economy, and the health care system change. To investigate the long term care system, its characteristics, trends, financing, policies, availability, and quality of care, 700 health care professionals, patients, families, social workers, state officials, and advocates from eleven states participated in discussions. The results of those discussions showed that long term care is not a program, but an assortment of government and private efforts to meet the needs of chronically ill or disabled people. However, although no explicit public policy exists, in 1980 long term care cost \$32

billion in federal, state, and private funds. Families remain the primary provider of health care, with institutional care seen as a last resort. With the decline in Medicaid and Title XX funds, reimbursement is the foremost concern of program administrators. The quality of care directly relates to reimbursement, with nursing home care generally considered to be good. Concern about privacy, independence, food, and personal attention outweigh medical and hygiene concerns. Staffing problems are widespread along the health care continuum, with disenchantment about nursing home licensing and certification very high. Placement decisions based on discharge objectives rather than long term planning are a continuing source of concern for both families and professionals. (BL)

ED 239 180 CG 017 227

Model Adult Protective Services Law. National Association of Social Workers, Hempstead, NY. New York State Chapter.

Pub Date—[Jan 82]

Note—27p; Paper presented at the Annual Meeting of the Western Gerontological Society (29th, Albuquerque, NM, April 16-20, 1983).

Pub Type—Reports - General (140) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Adult Foster Care, Adults, \*Crisis Intervention, Deinstitutionalization (of Disabled), \*Delivery Systems, Disadvantaged, Guidelines, \*High Risk Persons, Human Services, \*Laws, Models, Older Adults, Prevention, Social Work

Identifiers—\*Adult Protective Services

This report presents model regulations to establish a program of adult protective services, which would facilitate the identification of high risk adults, and warrant delivery of life-sustaining services. The report reviews the personal and environmental circumstances which lead to jeopardy, including deinstitutionalization of the disabled, changes in the role of the family, and in those who become less self-reliant due to widowhood or increasing age and enfeeblement. Specific flaws in the existing adult protective services system, which limit or foreclose intervention in such cases, are examined, and elements essential to make an adult protective services statute truly responsible to the real life circumstances and deadlines it encounters, are outlined. The origins of the model from its inception in a committee on adult homes in the Nassau division of the National Association of Social Workers are noted, as well as the responses from other states. The model program describes organization in the local department of social services, responsibilities of the protective services program, charges and fees, reporting requirements and procedures, voluntary and involuntary provision of services, cooperation of other agencies, and annual reports. The appendix provides an illustration of the model process. (JAC)

ED 239 181 CG 017 228

Milling, Len Kirsch, Irving  
Consequences of Psychotherapy Clients' Mental Health Ideology.

Pub Date—[Aug 83]

Note—14p; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, \*Expectation, Higher Education, Mental Health, Psychopathology, \*Psychotherapy, Termination of Treatment, Therapists

Identifiers—\*Client Behavior, \*Medical Model, Treatment Outcomes

Current theoretical approaches to understanding emotional difficulties are dominated by the medical model of mental illness, which assumes that emotional dysfunction can be viewed the same way as physical dysfunction. To examine the relationship between psychotherapy clients' beliefs about the medical model of psychotherapy and their behavior during treatment, 39 clients at a student mental health service were administered a measure of acceptance of the medical model at the outset of psychotherapy, and indicated their expectancies for therapeutic improvement. Eight weeks later or at termination, which ever came first, therapists rated their clients' behavior. Results showed that, as predicted, psychotherapy clients who were more accepting of the medical model reported higher initial expectancies for therapeutic gain, controlling for

the value of making those gains, and terminated prematurely from treatment more often. Paradoxically, they were rated by their therapists as making more active attempts to address their problems both in and outside of treatment sessions. Clients who were more accepting of a responsibility/control orientation were judged as making less active attempts to address their emotional problems and as more dependent on their therapists; some discussion is given to this unexpected observation. The findings suggest that clinicians' need to be sensitive to their patients' mental health ideology. (JAC)

**ED 239 182** CG 017 229

Hale, Lynelle C.

**Divorce and Single-Parent Family Counseling. Searchlight Plus: Related Resources in High Interest Areas.** No 26+.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—83

Contract—400-83-0014

Note—127p.

Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—Counseling Objectives, \*Counseling Services, \*Counseling Techniques, \*Divorce, \*Family Counseling, \*Family Problems, Financial Problems, Literature Reviews, Needs Assessment, \*One Parent Family, Remarriage

This document, based on a computer search of the ERIC database, presents a review of the literature on divorce and single parent families. Statistics from the 1980 census are presented which show that 19.7 percent of children under 18 live with a single parent, who in the overwhelming number of cases is the mother. The document presents data on the economic problems, causes, and adjustment issues surrounding divorce. The impact of divorce on children is discussed as well as the particular needs of single parent families stemming from the dissolution of the marriage and the setting up of a new lifestyle. Areas of strain to the mother and to the father are identified. Problems inherent in remarriage are reviewed and intervention strategies are suggested. The helping role of society is explored in the areas of legal services, custody laws, conciliation counseling, mediation counseling, personal counseling, and school programs. References and an annotated bibliography from the computer search of the ERIC database complete the document. (BL)

**ED 239 183** CG 017 230

Thompson, Mark E.

**Study Habits: Advice to Students, Parents and Teachers from Research Data.**

Pub Date—Sep 81

Note—155p.

Pub Type—Guides - General (050) — Information Analyses (070)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors—Cognitive Processes, Educational Environment, Learning, \*Listening Skills, \*Notetaking, \*Reading Strategies, \*Remedial Programs, Student Characteristics, \*Study Habits, \*Test Wisesness

This guide, written for parents, teachers, and students, presents advice on academic study habits derived from research data. Part 1 of the text presents the research evidence in five chapters: chapter 1 reviews common study skills problems; chapter 2 focuses specifically on research data from eight studies which successfully used precollege study skills/remedial courses with underdeveloped students; chapter 3 presents the research literature on identifying study skills problems; chapter 4 outlines ways to overcome poor study habits; and chapter 5 presents the implications of the research for remedial program design. Part 2 of the text presents specific and detailed suggestions for student study skill development in five chapters devoted to academic classes and classroom protocol, notetaking, listening, reading, and test taking. Chapter 11 presents concluding remarks. A comprehensive bibliography and name and subject indexes are included. (BL)

**ED 239 184** CG 017 231

Feldman, Robert S.

**Personality Factors and Expectation Effects in**

**Teacher-Student Interaction.**

Pub Date—Aug 83

Note—19p; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Attribution Theory, College Students, \*Expectation, Females, Higher Education, \*Locus of Control, Outcomes of Education, Perception, \*Personality Traits, \*Student Teacher Relationship, Teaching Skills

Identifiers—Teacher Expectations

Although the effect of teacher expectations on student performance has been well documented, little research has focused on the effect of teacher personality styles on student-teacher interactions. To investigate the effect of teachers' locus of control and their expectations of their own effectiveness on student success, 77 female college students enrolled in undergraduate psychology classes were administered the Rotter Locus of Control Scale; subjects scoring in the upper and lower one third of the distribution were then assigned to one of four treatment conditions: positive/negative student expectation or positive/negative teacher expectation. They were then assigned as teachers in a contrived session in which each teacher taught a student confederate an eleven-word vocabulary list and administered a quiz. After the lesson, teachers rated their attitudes toward the student, the lesson, and their performance. An analysis of the results showed that teachers in the positive student expectation group rated the student as having more ability than did those in the negative condition; and teachers in the positive teacher expectation condition thought they had significantly more ability than those in the negative teacher condition. Teachers in the positive teacher expectation condition also tended to rate their students more positively. Subjects with an internal locus of control were more susceptible to information about their students' competence than were subjects with an external locus of control. Neither internal nor external locus of control subjects showed any susceptibility to information about their own expected ability. (BL)

**ED 239 185** CG 017 232

Dopkus, Marilyn A.

**A Thematic Analysis of the Experience of Time.**

Pub Date—Aug 83

Note—36p; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Adults, Classification, \*Psychological Studies, Relativity, \*Scientific Concepts, \*Time, \*Time Perspective

Identifiers—Thematic Analysis

The importance of man's relationship to time has been widely recognized in psychology. However, ideas about how the subject should be defined and studied have varied greatly. To explore the phenomenological "experience of time," 20 white, middle class, mature, articulate adults (10 male, 10 female) participated in 1-hour semi-structured, clinical style, audiotaped interviews. The interviews were subsequently analyzed for thematic categories. An analysis of the results showed that three major categories of temporal experience were identified: change and continuity (becoming in time); limits and choices (doing in time); and tempo (pacing in time). (A discussion of the category system as a useful conceptual framework for organizing information about the experience of time in various diagnostic groups is included.) (BL)

**ED 239 186** CG 017 233

Knight, Patrick A. Saal, Frank E.

**Gender Bias in Managerial Performance Ratings.**

Pub Date—28 Aug 83

Note—14p; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Administrative Principles, \*Administrator Attitudes, \*Administrator Evaluation, Administrators, Administrator Selection, Career Development, College Students, Females, Higher Education, \*Problem Solving, \*Sex Bias, Sex Differences

As more women enter the managerial ranks, organizations are finding it necessary to address the possibility of gender bias in managerial performance ratings. To investigate the existence of gender bias in managerial performance ratings as they relate to problem-solving strategies, 197 college students (46 percent female) and 127 managers (of those who reported gender, 37 percent reported female), from a variety of organizational settings in Kansas, read a scenario describing a manager in a manufacturing organization who had a limited time to solve a production problem. Subjects subsequently rated the manager's performance according to promotion criteria and leadership characteristics. The scenario was manipulated for manager's sex, managerial or problem solving strategy, final outcome, and timing of the outcome. An analysis of the results showed that the students showed little evidence of gender bias in their responses; however, the female manager generally received slightly higher ratings on leadership characteristics than her male counterpart. The male managers did show gender bias, giving female managers low ratings following failure, but giving male managers equally high ratings for success or failure. (BL)

**ED 239 187** CG 017 234

Koss, Rosabel S.

**Aging and Health-Changing Life-Styles.**

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD).

Spons Agency—Administration on Aging (DHHS), Washington, D.C.

Pub Date—Mar 83

Note—18p; Paper presented by the Chairperson of the AAHPERD Committee on Aging at the National Council on Aging (Detroit, MI, March 13-16, 1983).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Aging (Individuals), Aging Education, Attitudes, \*Gerontology, \*Health, Life Style, Physical Activities, \*Physical Education, \*Physical Fitness, Program Descriptions, Recreational Activities

Identifiers—(AAHPERD)

The number of people who are living past age 65 is increasing dramatically. Although few stereotypes or generalizations apply to this population, older citizens still suffer from a societal attitude of ageism. Studies on aging have demonstrated that chronological age does not predict physical condition or behavior. In fact, the current generation of older Americans are better educated, more economically independent, and are in better health than any previous generation. However, studies have shown that older citizens are concerned about their safety, identity, stimulation, transportation, and physical exercise. Research has found lifestyle to be the best correlate of health, exercise, and vigor. The Alliance Committee on Aging, begun in 1974, is devoted to expanding and initiating professional preparation programs in health, physical education, recreation, and dance for service to the older population. Emphasis is placed on human movement, values, and stress management as life enhancing goals for older citizens. The Alliance publishes program directories and is instrumental in advocating guidelines, standards, and professional certification. (Guidelines for Exercise Programs for Older Persons is appended.) (BL)

**ED 239 188** CG 017 235

Truckenmiller, James L.

**Predicting Gang Fight Participation in a General Youth Sample via the HEW Youth Development**

**Model's Community Program Impact Scales,**

**Age, and Sex.**

Spons Agency—Pennsylvania State Dept. of Public Welfare, Harrisburg.

Pub Date—[83]

Note—23p; For related documents, see ED 225 067, ED 229 674, ED 232 098, and ED 237 859.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Adolescents, Age Differences, \*Aggression, Elementary Secondary Education, \*Juvenile Gangs, Peer Groups, Peer Influence, \*Predictor Variables, Sex Differences, Teacher Attitudes, Violence, Youth

Identifiers—Impact Scales, Youth Development Model

The accurate prediction of violence has been in the spotlight of critical concern in recent years. To



investigate the relative predictive power of peer pressure, youth perceived negative labeling, youth perceived access to educational and occupational roles, social alienation, self-esteem, sex, and age with regard to gang fight participation (GFP), 1,551 males and females, aged 10 to 19, representing a 6 percent systematic sample of youths from a Pennsylvania school system, completed the HEW Impact Scales and a demographic questionnaire. An analysis of the results showed that 74 percent of the sample could be correctly classified by the Impact Scales and by sex, with normative peer pressure towards delinquency being the most predictive variable for GFP level (low, medium, high). Youth perceived negative labeling by teachers was the second most predictive variable. Measures relating to alienation, youth perceived access to social roles, youth perceived negative labeling by parents and peers, parental rejection, self-esteem, age, and sex were unrelated to GFP level. The findings highlight the paramount role of peer relations in gang fight participation. (BL)

ED 239 189 CG 017 236

Gilbert, Lucia A. And Others

Preferred Parenting: Comparisons of Working Women and Men.

Pub Date—Aug 83

Note—26p; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Child Caregivers, \*Child Rearing, Day Care Centers, \*Employed Parents, Ethnic Groups, Ethnic Studies, Parent Participation, \*Parent Responsibility, \*Parent Role, Role Perception, \*Sex Differences, Work Attitudes

Identifiers—\*Role Satisfaction

The economic realities which have caused both parents to become full-time employees require modifications in both child care arrangements and parental responsibilities. To investigate parenting satisfaction and parental role responsibilities among employed parents, 166 Austin, Texas adults (98 female, 68 male) from dual earner families were interviewed in a door-to-door survey of preselected census tracts (to insure an ethnically representative sample). The survey collected data on parenting satisfaction, preferred parenting responsibility, preferred community-based resources, and demographic information. An analysis of the results showed that parents were moderately satisfied with themselves as parents but not particularly satisfied with the care offered by community-based resources. Child-rearing was viewed as the purview of parents, with most of the responsibility apportioned to parents themselves, with the exceptions of teaching cognitive skills and physical health. Both spouses held conventional views about parenting but more egalitarian views about the allocation of role responsibilities within the family unit. Females reported higher parenting satisfaction and lower spouse satisfaction than males, and higher preferred parenting responsibility and lower preferred spouse responsibility. Work orientation and ethnicity were not differentiating variables. (BL)

ED 239 190 CG 017 391

Wysong, H. Eugene

Needs Assessment in Counseling, Guidance, and Personnel Services. Searchlight Plus: Relevant Resources in High Interest Areas. No. 21+.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—83

Contract—400-83-0014

Note—109p.

Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.

Pub Type—Information Analyses - ERIC Information Analysis Products (071) - Reports - General (140)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Counseling Services, \*Guidance Programs, Information Dissemination, Literature Reviews, Measurement Objectives, Models, \*Needs Assessment, Participative Decision Making, Personnel Needs, \*Program Design

This paper, for practitioners and researchers, is based on a computer search of the ERIC database and other references, and organizes and summarizes

the literature on needs assessment in counseling, guidance, and personnel services. Following the brief introduction, a definition of terms used in the paper and a discussion of the purposes and general content of needs assessment are presented. Models, methods, and instruments for needs assessment are described, e.g., the CIPP (Context, Input, Process, Product) model and the Goal Attainment Scaling (GAS) model. Issues and procedures for identifying staff needs are also discussed. Uses for needs assessments, and issues, problems, and trends in their use are explored in a final section. The annotated bibliography on which the review is based and a list of additional references are appended. (MCF)

ED 239 191 CG 017 397

Doane, H. Mitzi

Famine at the Feast: A Therapist's Guide to Working with the Eating Disordered.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—83

Contract—400-83-0014

Note—115p.

Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.

Pub Type—Information Analyses - ERIC Information Analysis Products (071) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Anorexia Nervosa, Counseling Objectives, Counseling Services, \*Counseling Techniques, Eating Habits, \*Family Environment, \*Group Counseling, \*Individual Counseling, Mental Disorders, Sex Differences

Identifiers—\*Bulimia, Client Characteristics, \*Eating Disorders

This guide, written for therapists and counselors working with eating disordered individuals, focuses on both bulimia and anorexia. A brief historical perspective and comments on epidemiology and etiology are provided. Definitions and clinical characteristics of both disorders are presented as well as psychosocial profiles of male and female anorexia and bulimic clients. The family dynamics associated with the disorders (power structure, individuation, separation and loss, reality perception, and affect) are addressed. Therapeutic techniques for individual, family, and group counseling are presented in detail, exploring initial contact, initial interview, guidelines, ongoing process, and focus. The monograph concludes with a brief look at possible future trends. The appendices include a program for basic nutrition, a listing of eating disorders clinics and programs, and eating disorders associations. (BL)

ED 239 192 CG 017 398

Herr, Edwin L. Long, Thomas E.

Counseling Youth for Employability: Unleashing the Potential.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—83

Contract—400-83-0014

Note—145p.

Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.

Pub Type—Information Analyses - ERIC Information Analysis Products (071) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Career Counseling, \*Career Education, Career Guidance, \*Counseling Techniques, Counselor Role, \*Employment Potential, Job Training, Labor Market, \*Transitional Programs, Vocational Adjustment, Vocational Education, Youth, \*Youth Employment

This monograph, written for vocational counselors and teachers, addresses employability for youth from both career counseling and guidance and transitional education perspectives. The section on employability counseling focuses on the ingredients of employability, youth employment conditions, classes of employment and unemployment, and underemployment. Both unemployment and underemployment are presented in terms of who is affected, differences among youth groups, and individual and social consequences. The second section of the monograph addresses the school to work tran-

sition, focusing on decision making skills and strategies, the labor market, and barriers to work. Adjustment to work is discussed in the areas of economic, social, and psychological adjustment, peer group support, and skills. The section on employability counseling defines the counselor's role, competencies, and counseling techniques. The monograph concludes with a discussion of intervention strategies designed to enhance employability, such as programs in industry, the job training partnership act, and community programs. A comprehensive bibliography is appended. (BL)

ED 239 193 CG 017 399

Frenza, Mary C., Comp. and Others

Resources for Guidance Program Improvement. Volume 2.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—83

Contract—400-83-0014

Note—322p; For related document, see ED 226 311.

Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.

Pub Type—Information Analyses - ERIC Information Analysis Products (071) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Academically Gifted, Counseling Services, Counseling Techniques, Disadvantaged Youth, \*Guidance Programs, Individual Needs, \*Instructional Materials, Learning Disabilities, \*Program Improvement, \*Resource Materials, \*Student Needs

Identifiers—\*Computer Assisted Counseling, \*Special Needs Students

This guide, for guidance personnel and teachers, is designed to provide ready access to current, practical programs, activities, and references for improving guidance programs. The resources are organized in four sections representing areas of basic concern for guidance personnel. Section 1 presents selected portions of guidance programs from around the United States for grades K-12. Section 2 synthesizes the most current, available information on computer-assisted career guidance programs. Section 3 presents proven strategies to help counselors deal with students' day-to-day concerns. Issues which are addressed include death, suicide, drugs and alcohol, career planning, teenage pregnancy, nutrition, and stress. Section 4 presents resources and suggested activities for helping students with special problems, e.g., those with learning disabilities, the disadvantaged, and gifted students. Areas addressed include careers, social relationships, teaching strategies, independent living, and minority issues. Resources in this volume represent classroom and teaching techniques as well as those from a traditional counseling focus. ERIC materials are identified with the ERIC document number; availability information for other resources is provided. (BL)

ED 239 194 CG 400 182

Career Guidance Handbook.

Rowland Unified School District, Rowland Heights, CA.

Pub Date—83

Note—146p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Career Guidance, \*Career Planning, \*College Choice, College Entrance Examinations, \*College Preparation, Educational Counseling, Guidelines, High Schools, Job Application, Job Search Methods, Private Colleges, Resource Materials, \*School Guidance, State Colleges, State Universities, Student Financial Aid

Identifiers—\*California, PF Project

This handbook, intended to help high school students prepare for further education and careers, is divided into six sections. Section I provides information on high school graduation requirements, department offerings and related careers, the Regional Occupation Program (ROP), and adult school. Section II offers recommendations on planning for college; lists entrance requirements, application procedures, and other information for the University of California system, the California State University system, and California community colleges; and provides descriptions of many private colleges in California. Section III describes the Scholastic Aptitude Test (SAT), Achievement Tests (ACH),

the American College Testing Program (ACT), and Advanced Placement Tests (APT). Section IV, "Financial Aid," describes federal programs, California state programs, and college and university programs; lists the estimated 1982-83 costs of many public and private colleges in California; and describes local financial aid sources. Section V discusses apprenticeship programs, vocational schools, and the military. Section VI, "Obtaining a Job," offers recommendations for the job search, the application letter and resume, the employment interview, and for keeping a job. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (DC)

**ED 239 195** CG 400 184  
A Guidance Handbook for Parents & Students.  
Rowland Unified School District, Rowland Heights, CA.

Pub Date—83

Note—39p.

Pub Type—Guides - Non-Classroom (055) — Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Ancillary School Services, Attendance, Board of Education Policy, College Admission, Courses, Credits, Extracurricular Activities, Graduation Requirements, Guidance Programs, \*High Schools, \*Orientation Materials, Parent Materials, \*School Orientation, School Registration, Student Behavior, Testing

Identifiers—PF Project

This handbook is intended to provide parents and students with an orientation to the high schools in the Rowland Unified School District (California). It can also serve as a model for other districts and schools which are developing orientation handbooks. Topics which are covered include: (1) school district personnel; (2) counseling and guidance services; (3) instructions for new student enrollment; (4) graduation requirements; (5) definitions of class credits, the grading scale, and grade level placement by credits; (6) suggested courses of study for graduation and for college preparation; (7) requirements for admission to California public and private colleges; (8) program changes, student assistant credit, and driver's training; (9) attendance procedures; (10) student services; (11) student rules and regulations; (12) a description of the testing program and tips for test-taking; (13) the honors and gifted programs; (14) cocurricular activities; (15) the bell schedule; (16) descriptions of 16 alternative and supplemental programs; and (17) the student calendar for 1983-84. An index is provided. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (DC)

**ED 239 196** CG 400 185  
Guidance Services for Students: Grades 7-12.  
Rowland Unified School District, Rowland Heights, CA.

Pub Date—Aug 82

Note—15p.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Board of Education Policy, Career Counseling, \*Counseling Objectives, Educational Counseling, \*Guidance Objectives, \*Guidance Programs, Program Guides, \*School Counseling, \*School Guidance, Secondary Education

Identifiers—PF Project, Task Force Approach

Recommended student outcomes for school guidance services in grades 7-12 are presented. The outcomes, which are listed separately for each grade level, are the product of two summer task forces which met to develop guidelines for services based on the Rowland Unified School District's philosophy and goals for secondary school counseling and guidance services. The outcomes for each grade are preceded by a philosophy statement which briefly describes the characteristics and needs of students at that level. The emphasis is on educational and vocational guidance. The district's philosophy and goals for counseling and guidance services are also included. One goal is listed for each of four domains (educational, vocational, personal-social, and corrective) and is accompanied by several possible student outcome objectives for fulfilling that goal. This document was selected by the Association of California School Administrators (ACSA) Task Force

on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (DC)

**ED 239 197** CG 400 196

Irvin, Mari Whiteside, David

Administration of Pupil Personnel Services. Pupil Personnel Services Recommended Practices and Procedures Manual.

Illinois State Board of Education, Springfield.

Pub Date—Apr 83

Note—32p.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Administrative Organization, Administrator Guides, Administrator Role, Delivery Systems, Elementary Secondary Education, Guidelines, Needs Assessment, \*Program Administration, Program Development, Program Evaluation, \*Pupil Personnel Services

Identifiers—PF Project

This volume, part of the Illinois State Board of Education's "Pupil Personnel Services Recommended Practices and Procedures Manual," deals with the administration of pupil personnel services (PPS). After a brief introduction, the following topics are covered: (1) major PPS concepts (including coordination of services, needs assessment, evaluation); (2) instructions for use of the manual; (3) purpose and scope of PPS (including definition, goals, members of the PPS team); (4) organization of PPS (including administrative structure, role and function of the PPS administrator, planning and program development, staff, budgeting, program evaluation, delivery system models); (5) role of PPS in the educational environment (including public relations and interaction with school and community decision makers); and (6) discussion of the future of PPS. Appendices include an acknowledgement of contributions toward the development of the manual, six references, an 11-item bibliography, ratio of PPS staff to students recommended by five professional organizations, the California State Survey of Pupil Personnel Services Programs needs assessment questionnaire, and a sample student referral to PPS services form. (JH)

**ED 239 198** CG 400 200

Tracy, Davis And Others

The Liberal View: A Career Planning & Job-Search Guide for Dickinson College. Revised.

Dickinson Coll., Carlisle, PA. Counseling Center.

Pub Date—Jun 83

Note—45p; For related document, see CG 400 201.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Career Choice, Career Exploration, \*Career Planning, Guidelines, Higher Education, Job Search Methods, \*Liberal Arts, \*Self Evaluation (Individuals)

Identifiers—PF Project

This guide is designed to assist liberal arts students at Dickinson College in Carlisle, Pennsylvania, in planning a career and acquiring a job. It is meant to be used to chart the student's career planning through four years of college. The following topics are included: (1) a description of the people, programs, and resources available to assist in career planning; (2) the advantages of a liberal arts degree in the workplace; (3) a description of the format of this guide; (4) seven self-assessment instruments; (5) ways to translate experience into skills, values, and traits that are prized in the workplace; and (6) job search methods. An eight-item bibliography is included. (JW)

**ED 239 199** CG 400 201

Tracy, Davis And Others

Interview & Job-Search Preparation for Dickinson College. Revised.

Dickinson Coll., Carlisle, PA. Counseling Center.

Pub Date—Jun 83

Note—24p; For related document, see CG 400 200.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Career Planning, College Seniors, \*Employment Interviews, Guidelines, Higher Education, \*Job Applicants, Job Application, \*Job Search Methods

Identifiers—PF Project

This guide is designed to assist students at Dickinson College in Carlisle, Pennsylvania, in preparing for an interview and job search. The following topics are included: (1) steps to take before

approaching an information interview; (2) how to research the literature on individuals and organizations in a chosen career area; (3) the necessary preparation before a job interview; (4) what to do after the interview, when receiving a job offer, and/or when receiving a rejection letter; (5) suggestions for a successful information interview; (6) tips on interviewing strategy; (7) a description of the mock interviews for seniors and the videotaped practice interviews offered at Dickinson College; (8) 53 questions recruiters frequently ask college seniors; (9) negative factors during employment interviews which frequently lead to rejection of the applicant; (10) examples of questions which should or should not be asked during an interview; and (11) valid reasons for asking a question. A sample letter requesting an information interview is provided. (JW)

## CS

**ED 239 200** CS 007 137

Carr, Fredella Faggionato, Michael

Greek and Roman Myths.

Fresno City Unified School District, Calif.

Pub Date—[77]

Note—32p; Prepared at Irwin Junior High School.

Pub Type—Guides - Classroom - Learner (051) —

Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Instructional Materials, Junior High Schools, \*Language Arts, Language Skills, Learning Activities, \*Mythology, Skill Development, Units of Study

Identifiers—Greece, PF Project, Roman Empire  
Designed for use with the text "Greek and Roman Myths," this junior high school learning activity packet introduces students to mythology and examines the influence of myths on contemporary culture. Over 20 exercises, tagged to specific readings in the text, cover identification of the major gods, the Prometheus myth, the Atlas myth, Pandora's box, Pegasus, and the Six Pomegranate Seeds story. Each exercise incorporates development of one of the following skills into the study of myth content: using research techniques, abbreviating, using quotation marks, recognizing antonyms, using the "Reader's Guide to Periodical Literature," analyzing pictures, identifying parts of speech, and using capitals. (LP)

**ED 239 201** CS 007 138

Tall Tales of North America.

Fresno City Unified School District, Calif.

Pub Date—77

Note—72p; Prepared at Irwin Junior High School.

Pub Type—Guides - Classroom - Learner (051) —

Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—American Indian Culture, Anthropology, Black Culture, Ethnic Studies, \*Folk Culture, Instructional Materials, Junior High Schools, Language Arts, Language Skills, Learning Activities, \*Legends, \*North American Culture, Reading Comprehension, Skill Development, Units of Study

Identifiers—Irving (Washington), PF Project, Uncle Remus

Designed for use in junior high school language arts classes, this learning activity packet introduces students to North American folklore. Selected readings cover Indian tales, real folk heroes (Davy Crockett and John Henry), imaginary folk heroes (Brer Bunyan and Pecos Bill), Black folk stories (Brer Rabbit), and tales of Washington Irving. Each reading is accompanied by several exercises which integrate content analysis with skill development in the following areas: recognizing and using parts of speech, building vocabulary, using the dictionary, recognizing synonyms, capitalizing, using markers or determiners, sequencing thoughts, and using encyclopedias. (LP)

**ED 239 202** CS 007 288

Allen, Sheila

An Information Index to Twenty Recent Secondary Reading Textbooks.

Canadian Council of Teachers of English.

Pub Date—83

Note—22p.

Journal Cit—The English Quarterly; v16 n1 suppl

p1-20 Spr 1983

Pub Type—Reference Materials - Directories/Catalogs (132) — Collected Works - Serials (022)

**EDRS Price - MF01/PC01 Plus Postage.**  
**Descriptors—**\*Content Area Reading, Indexes, Reading Diagnosis, \*Reading Instruction, Reading Interests, \*Reading Materials, Reading Processes, Reading Programs, Reading Research, Reading Skills, Reading Teachers, \*Reference Materials, Remedial Reading, Secondary Education, Student Motivation

Intended for preservice and inservice educators of secondary school reading teachers, this index provides references to the following topics: the reading process, psychology and reading, student evaluation, reading materials, reading programs, reading personnel and resources, reading skills, reading in the content areas, reading interests and motivations, secondary school reading, and remediation. Information on each reference includes (1) the general topic, (2) a number indicating the text referred to, (3) the chapter in the text dealing with the topic, (4) the title of the chapter, and (5) the number of pages in the chapter. (HOD)

**ED 239 203** CS 007 376

*Acton, Karen Griffith, Judy*

**Imagery: Activity Guide.**

Area Education Agency 7, Cedar Falls, IA.

Pub Date—[80]

Note—20p.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors—**Activity Units, \*Class Activities, \*Descriptive Writing, \*Imagery, Learning Activities, Literary Devices, Secondary Education, Sensory Experience, Teaching Methods, \*Writing Exercises, \*Writing Instruction, Writing Skills

**Identifiers—**PF Project

An activity unit for teaching students to identify and use imagery in writing is presented. Instructions to the teacher for introducing the unit are given along with a list of student objectives and definitions of imagery terms. The activities, some of which involve using locally available audiovisual media, include four introductory activities, four practice activities, and two evaluation activities. Fourteen attachments are included. The first ten attachments, which can be photocopied or used as transparencies to supplement the lesson, include an excerpt from a story which uses imagery; a definition of imagery; and examples of kinesthetic, olfactory, visual, auditory, thermal, and tactile imagery. The remaining attachments provide four student exercises in imagery identification and imagery writing. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (DC)

**ED 239 204** CS 007 378

*Kerr, Karen*

**Read All about It: Developing Newspaper Skills.**

Area Education Agency 7, Cedar Falls, IA.

Pub Date—[80]

Note—59p.; A cartoon and newspaper article (pages 15 and 17) were removed due to copyright restrictions. Pages 23, 27, 31, and 45 are missing.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC03 Plus Postage.**

**Descriptors—**Advertising, Cartoons, Editorials, Headlines, Individual Activities, Instructional Materials, Interviews, Junior High Schools, Learning Activities, \*Learning Centers (Classroom), Middle Schools, \*Newspapers, \*News Writing, Puzzles, Teaching Methods, Units of Study

**Identifiers—**PF Project

A learning center-based instructional unit on newspapers for middle school grades is presented. The purpose of the unit, which is designed to take three weeks, is to develop student understanding of the wide variety of topics included in a newspaper. The learning centers may be presented in any order. Teacher instructions include a list of the skills involved (primarily language skills); directions for sequencing the unit; a culminating activity; instructions for preliminary preparation and for preparation of specific learning centers; a checklist of materials needed for each center; and a student evaluation checklist. The purpose, student instructions, and supporting materials are given for each of 14 learning centers on the following topics: (1) news stories; (2) cartoons; (3) world news headlines; (4) a United States map; (5) crossword puzzles; (6) famous people; (7) interviews; (8) editorials; (9) tape interviews; (10) media reviews; (11) menus; (12) special sections; (13) advertisements; and (14) word-search puzzles. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (DC)

tion Agency 7 Teacher Center project. (DC)

**ED 239 205** CS 007 379

*Cummings, Melodie*

**Literature Line-Up: A Study of Different Forms of Literature for Intermediate Grade Children.**

Area Education Agency 7, Cedar Falls, IA.

Pub Date—[80]

Note—62p.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC03 Plus Postage.**

**Descriptors—**Biographies, \*Children's Literature, Fables, Fantasy, Instructional Materials, Intermediate Grades, Learning Activities, Legends, \*Literary Genres, Literary Styles, \*Literature Appreciation, Mythology, Resource Materials, Science Fiction, Tales, Teaching Methods, Writing Exercises

**Identifiers—**Historical Fiction, Mysteries (Literature), PF Project

This guide offers a variety of teacher and student materials which are designed to develop student appreciation of different forms of literature, stimulate ideas for student writing, and develop or expand student understanding of story elements and writing techniques. The objectives and the student goals and expectations are stated, followed by a vocabulary list of common literature terms. Student and teacher background materials, student worksheets and activities, and teaching suggestions are presented for the following forms of literature: (1) folk tales, fairy tales, and fantasy; (2) fables; (3) myths and legends; (4) historical fiction; (5) biography; (6) science fiction; and (7) mystery. A list of films, filmstrips, and book sets used by the Iowa Area Education Agency 7 is included. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (DC)

**ED 239 206** CS 007 380

*White, Nancy*

**Recognizing Cause and Effect Relationships**

(Grades 4-8).

Area Education Agency 7, Cedar Falls, IA.

Pub Date—[80]

Note—78p.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC04 Plus Postage.**

**Descriptors—**Bulletin Boards, \*Deduction, Educational Games, Instructional Materials, Intermediate Grades, Junior High Schools, Learning Activities, \*Logical Thinking, Pretests Posttests, Teaching Methods, Worksheets

**Identifiers—**\*Causal Inferences, \*Cause Effect Relationship, PF Project

Worksheets, games, and bulletin board ideas to help students develop the ability to recognize cause and effect relationships are presented. The worksheets are divided into five levels which correspond to levels 9-13 of the 1976 Ginn and Company reading series. The teacher introduction offers student objectives for each level, test information, and commercially available resources. The instructional materials for each level include two to three worksheets, teacher notes for the worksheets, and a test which is to be used as a pretest and posttest. Detailed instructions are provided for several group and individual games which are based on cause and effect relationships. Several ideas for bulletin boards are also provided. The final section contains answer keys for the worksheets and tests. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (DC)

**ED 239 207** CS 007 383

*Miner, Donna*

**Read for Fun: Management Program.**

Area Education Agency 7, Cedar Falls, IA.

Pub Date—[80]

Note—37p.

Pub Type—Reports - Descriptive (141) — Guides

- Classroom - Teacher (052)

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors—**Bulletin Boards, \*Competition, Elementary Education, \*Home Study, \*Independent Reading, Parent Participation, Program Descriptions, Reading Programs, \*Recognition (Achievement), Remedial Reading, \*Student Motivation

**Identifiers—**\*Contests, PF Project

Program materials and a brief description of a remedial reading program for grades 3-6 which uses contests to motivate reading at home are presented. The program uses bulletin board displays to keep track of student progress in the contests. The contests operate as follows: (1) students select a name for their figure on the bulletin board; (2) they take

home daily slips of paper for their parents to sign when they have done some reading at home; and (3) when the slips are returned to the teacher, the students receive prizes and are allowed to move their figure along the bulletin board display toward the goal. The themes of the contests, most of which are seasonal, include football, American Indians, Christmas elves, snowmen, Valentine's Day, St. Patrick's Day, Easter, ducks, and frogs. Most of the document consists of supporting materials including a letter to parents explaining the program; a list of names students can choose for their figures; and, for each contest, daily slips of paper, instructions for creating the bulletin board display, and bulletin board figures. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (DC)

**ED 239 208** CS 007 385

*Koels, Jane*

**Vocabulary Development for Ginn 720, Level 9.**

Area Education Agency 7, Cedar Falls, IA.

Pub Date—[80]

Note—72p.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC03 Plus Postage.**

**Descriptors—**Achievement Tests, Educational Games, Elementary Education, \*Enrichment Activities, Instructional Materials, Learning Activities, Puzzles, \*Vocabulary Development, \*Word Lists

**Identifiers—**Ginn Reading 720 Series, PF Project

Vocabulary development activities to be used with the stories in the Ginn 720 Reading Series Level 9 textbook are offered. The introduction recommends a method of presenting the activities. For each story that appears in the textbook, a vocabulary list and a learning activity are given. At the end of each of five units, a unit vocabulary test is provided along with answer keys for the activities in the unit and for the unit test. The activities include matching words with definitions, "concentration" games, word puzzles, circling words that don't belong, filling in the blank with the correct word, unscrambling letters, and supplying the word that fits the definition. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (DC)

**ED 239 209** CS 007 386

*Acton, Karen Griffith, Judy*

**Precis-Summary: Activity Guide.**

Area Education Agency 7, Cedar Falls, IA.

Pub Date—[80]

Note—18p.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors—**\*Abstracting, Activity Units, \*Class Activities, Learning Activities, Secondary Education, Study Skills, Teaching Methods, \*Writing Exercises, \*Writing Instruction

**Identifiers—**Paraphrase, PF Project, \*Summarization

An activity unit for teaching students how to write a summary and a precis of a written work is presented. Instructions to the teacher for introducing and carrying out the unit are given along with a list of student objectives. Definitions of relevant terms are included. The activities, some of which are to be done individually and some with a partner or a group, include four introductory activities, five practice activities, and two evaluation activities. Nine attachments which can be photocopied or used as transparencies include a poem and student responses to the poem which can be used as an introduction to the unit; instructions for writing footnotes; an essay which is to be summarized; a summary and a precis of the essay; a list of steps involved in writing a precis; instructions for a precis-writing assignment; parts of the precis which should be reviewed before turning it in; and a review of the definition of a precis. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (DC)

**ED 239 210** CS 007 388

*Bigelow, Alma*

**Greek & Roman Mythology.**

Area Education Agency 7, Cedar Falls, IA.

Pub Date—[80]

Note—44p.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors—**Assignments, Behavioral Objectives, Books, Course Content, \*Etymology, Grade 8, Instructional Materials, Junior High Schools, Learn-



ing Activities, \*Mythology, Resource Materials, Spelling Instruction, Teaching Methods, Units of Study, \*Word Lists, Writing (Composition)

Identifiers—PF Project

Activities and background information on Greek and Roman mythology are presented. The unit is designed for eighth graders, but many of the activities can be modified for other grade levels. The unit includes: (1) a content outline; (2) a list of instructional materials including suggested textbooks, teacher-prepared materials, and resource materials; (3) lists of teaching suggestions and learning activities; (4) instructional performance objectives; and (5) student materials. The student materials include: an assignment sheet which lists required and optional assignments and the point values allotted to each; an essay which discusses the purpose and background of mythology; a worksheet on gods and words that have been derived from their names; an answer key to the worksheet; spelling lists of words that have been derived from Greek; a film worksheet; guidelines for writing a puppet play and for writing a myth; a list of possible areas for research; Greek and Latin words and phrases; an activity on matching gods with their domains; and a bibliography which lists 72 mythology books, six mythology reference books, and 10 books on the Olympics. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (DC)

ED 239 211 CS 007 390

Diamond, Joan Beckman, Judy

Picture Books in the Language Art Curriculum, K-8.

Area Education Agency 7, Cedar Falls, IA.

Pub Date—[80]

Note—103p. The activity page for "The Alligator Under the Bed" by Joan Lowery Nixon is missing. Pub Type—Guides - Classroom - Teacher (052) EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Art Activities, Childrens Literature, Choral Speaking, \*Creative Dramatics, \*Creative Thinking, Elementary Education, \*Language Arts, Learning Activities, \*Pantomime, \*Picture Books, \*Thematic Approach, Writing (Composition)

Identifiers—PF Project

Language arts activities for use in conjunction with 83 children's picture books are contained in this K-8 guide. Following a list of the 83 books presented alphabetically by author, the bulk of the guide consists of a page devoted to each book. These pages, also in alphabetical order by author, give the publisher's name, the publication date, a synopsis of the story, theme or activity suggestions, grade levels, and activity ideas addressed to the teacher. Many of the pages also have activity ideas addressed to the students and/or a list of materials needed. A title index cross-references the books to one or more of the following activities or themes: choral reading, listening, looking, narrative and creative pantomime, writing, point of view, illustrating, fluent thinking, flexible thinking, wishes, creating your own place, uses for things, the alphabet, and research. A third index categorizes the books according to the activities and themes. Guidelines for using narrative pantomime and for dramatizing stories complete this guide. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (EM)

ED 239 212 CS 007 391

Shipley, Maryann

Go-Pher These Main Ideas.

Area Education Agency 7, Cedar Falls, IA.

Pub Date—[80]

Note—77p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Art Activities, Class Activities, \*Discussion (Teaching Technique), \*Educational Games, Elementary Education, \*Learning Activities, \*Learning Centers (Classroom), \*Reading Comprehension, Reading Games, Reading Instruction, Resource Materials, \*Writing Exercises

Identifiers—\*Main Idea, PF Project

This activity guide is designed to help elementary school students understand the concept of the main idea in reading and writing. Four sections present class discussion activities, pencil and paper activities, learning center ideas, and games. Most of the activities involve reading or writing; however, the pencil and paper activities and learning center ideas also include several art activities. The instructions for each activity include objectives for the teacher

and the students, a list of materials needed, and detailed directions for carrying out the activity. A 20-item bibliography of references is included. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (DC)

ED 239 213 CS 007 392

Blair-Broeker, Lynn

The Years Alone: A Reading Comprehension Unit

(7-9).

Area Education Agency 7, Cedar Falls, IA.

Pub Date—[80]

Note—67p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Childrens Literature, \*Cognitive Processes, Convergent Thinking, \*Critical Reading, Junior High Schools, Learning Activities, Logical Thinking, \*Loneliness, \*Reading Comprehension, Social Isolation, \*Thematic Approach, Units of Study, Vocabulary Development, Word Lists

Identifiers—Bloom's Taxonomy, PF Project

Based on Bloom's Taxonomy of thought, this thematic reading comprehension unit on "loneliness" is intended for teachers of grades 7-9. The thinking process is broken into six categories: (1) recall; (2) inference; (3) application; (4) analysis; (5) synthesis; and (6) evaluation. A short description is given for each of these processes. Students are introduced to this unit by reading a short story entitled "Orphan Pup" by Mitchell Jayne. After reading and discussing this short story, the students are asked to select one of the following five novels: "Island of the Blue Dolphins" by Scott O'Ell; "The Witch of Blackbird Pond" by Elizabeth George Speers; "Light in the Forest" by Conrad Richter; "Summer of My German Soldier" by Betty Greene; and "Slake's Limbo" by Felice Holman. A synopsis of each book is given followed by study material organized chapter by chapter for each book. The study material consists of vocabulary lists, questions which cover the first three thinking processes (question one covers recall, question two covers inference, and question three covers application), and activities which cover the three higher levels of thinking (analysis, synthesis, and evaluation). This document is part of a collection of materials from the Iowa Education Agency 7 Teacher Center project. (EM)

ED 239 214 CS 007 393

Curl, Maralyn M.

Reading Comprehension Games and Activities for the Intermediate Grades.

Area Education Agency 7, Cedar Falls, IA.

Pub Date—[80]

Note—62p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Bulletin Boards, \*Individual Activities, Intermediate Grades, Learning Activities, Poetry, \*Reading Comprehension, \*Reading Games, Reading Instruction, Student Research

Identifiers—Book Reports, PF Project, Questions

Reading comprehension games and activities are presented in four sections: literal comprehension, inferential comprehension, comprehension games, and comprehension questions. Section I offers detailed instructions for 10 individual activities which develop literal comprehension skills. Each activity includes a teacher objective, a student objective, directions for the student, and a list of materials needed. Section II presents 12 book report ideas related to inferential comprehension. The ideas are printed in the form of index cards which contain detailed student instructions for completing the book report. Section III lists materials needed and gives directions for 10 reading comprehension games. Some materials are provided for several of the games. Section IV is a collection of questions for student research and poems related to each month of the school year from August through May. The questions and poems are intended to be placed on a bulletin board. Answers to the questions are provided. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (DC)

ED 239 215 CS 007 395

The Newspaper Unit. Revised Edition.

Greenfield Union Elementary School District, Bakersfield, CA.

Pub Date—[83]

Note—27p. Prepared at Greenfield Junior High School.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Advertising, Demonstration Programs, Editorials, Grade 8, Headlines, Instructional Materials, Junior High Schools, Learning Activities, \*Newspapers, \*News Writing, Photography, Teaching Methods, Units of Study, Word Lists

Identifiers—California Demonstration Program in Reading, PF Project

Activities and methods for teaching newspaper skills to eighth-grade students are presented in this unit from the Greenfield Express Management System (GEMS) program, a California Demonstration Program in Reading. A project overview form from the California Centers for Educational Improvement (CCEI) describes the GEMS program and lists other units included in the program. The newspaper unit includes: (1) objectives for students; (2) a materials list including recommended locally available audiovisual materials; (3) an evaluation suggestion; (4) alternative, follow-up, and extra-credit activities; (5) a vocabulary list of newspaper terms; (6) recommendations for introducing and teaching the unit; and (7) student activities on a variety of newspaper-related topics. The products of the activities are intended to be compiled by the student in a notebook. Newspaper topics which are covered include: biased words, headlines, news writing, editorials, syndicated columns, news photography, editorial cartoons, advertising, news services, and famous journalists. A 34-item bibliography on journalism and newspapers is included. (DC)

ED 239 216 CS 007 396

You Be the Poet [Revised].

Greenfield Union Elementary School District, Bakersfield, CA.

Pub Date—[83]

Note—31p. Prepared at Greenfield Junior High School.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Demonstration Programs, Grade 8, Instructional Materials, Junior High Schools, Performance Contracts, \*Poetry, Resource Materials, Units of Study, \*Writing (Composition)

Identifiers—California Demonstration Program in Reading, PF Project

Suggestions for teaching eighth-grade students to write 20 different types of poetry are presented in this unit from the Greenfield Express Management System (GEMS) program, a California Demonstration Program in Reading. A project overview form from the California Centers for Educational Improvement (CCEI) describes the GEMS program and lists other units included in the program. The poetry unit includes: (1) objectives for students; (2) suggested activities for fulfilling a student learning contract; (3) a list of recommended locally available audiovisual materials; (4) an 11-item bibliography of anthologies representing a variety of types of poetry; and (5) explanations and examples of 20 types of poetry. The following types of poetry are included: name poems, subject poems, clerihew, terse verse, ABC poems, onomatopoeia, simile, concrete poems, cinquain, haiku, "I wish" poems, "I used to" poems, "who am I" poems, diamond poems, people poems, impression poems, sneaky poems, free verse poems, rhyming poems, and limericks. (DC)

ED 239 217 CS 007 397

Keys Please! [Revised].

Greenfield Union Elementary School District, Bakersfield, CA.

Pub Date—[83]

Note—33p. Answer key on page iv and sample forms on pages 23-24 contain small, broken type. Prepared at Greenfield Junior High School.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Demonstration Programs, \*Driver Education, Educational Games, Grade 8, Instructional Materials, Junior High Schools, \*Law, Learning Activities, Puzzles, Units of Study, Vocabulary Development

Identifiers—\*California, California Demonstration Program in Reading, Driver Examinations, PF Project

Instructional materials for helping eighth-grade students to expand their driving-related vocabulary and to become familiar with the driving laws and knowledge needed to pass the California driver's examination are presented in this unit from the

Greenfield Express Management System (GEMS) program, a California Demonstration Program in Reading. A project overview form from the California Centers for Educational Improvement (CCEI) describes the GEMS program and lists other units included in the program. The driving unit includes: (1) instructions for the teacher for presenting the unit; (2) answer keys for the student materials; (3) three student worksheets; (4) a word-find puzzle; (5) a crossword puzzle; (6) materials and instructions for a board game designed to teach driving concepts; (7) a sample California driver's license application form; (8) a sample of the written portion of the California driver's examination; and (9) a suggested follow-up activity. Much of the material refers to specific pages in the "California Driver's Handbook." (DC)

ED 239 218 CS 007 398

Ding-A-Ling [Revised].  
Greenfield Union Elementary School District, Bakersfield, CA.  
Pub Date—[83]

Note—21p.; Prepared at Greenfield Junior High School.

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Demonstration Programs, \*Educational Games, Instructional Materials, Junior High Schools, \*Telephone Usage Instruction, Units of Study

Identifiers—\*California (Bakersfield), California Demonstration Program in Reading, PF Project, \*Telephone Directories

A board game designed to teach junior high school students how to use the telephone directory is presented in this unit from the Greenfield Express Management System (GEMS) program, a California Demonstration Program in Reading. A project overview form from the California Centers for Educational Improvement (CCEI) describes the GEMS program and lists other units included in the program. To play the telephone directory game, students answer questions from "call cards" in order to advance their token around the board. Seventy-five call cards are provided; the first 25 offer an introduction to the telephone directory and the remaining 50 present realistic situations or problems. The questions and answers are based on the 1980 Bakersfield (California) telephone directory. Materials included in the unit are: (1) instructions to the teacher for presenting the unit; (2) rules for the game; (3) an answer key; (4) sample call cards; and (5) a sample game board. (DC)

ED 239 219 CS 007 436

Shanahan, Timothy Kamil, Michael L.  
The Relationship of the Concurrent and Construct Validities of Cloze.

Pub Date—83

Note—12p.; Paper presented at the Annual Meeting of the National Reading Conference (33rd, Austin, TX, November 29-December 3, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Differences, \*Cloze Procedure, \*Correlation, \*Predictor Variables, \*Reading Comprehension, \*Reading Research, Reading Tests, Reliability, Research Methodology, \*Test Validity

Identifiers—\*Bormuth (John R)

To investigate the causes of variation in cloze-comprehension test correlations, a reanalysis was conducted of the influential J.R. Bormuth study (1962), which reported correlations between nine cloze and nine comprehension tests administered to 50 subjects in grades 4, 5, and 6. Two separate reanalyses were completed in the present study, the first using cloze-comprehension correlations as a dependent measure and the second using correlations of cloze with each of the Bormuth question categories—vocabulary, factual recall, sequential order, cause and effect, inference, and author's purpose—at each grade level. Results indicated that in both reanalyses, variable reliability and grade level differences accounted for some of the variation in correlations. The proportion of comprehension test questions found to assess within-sentence information was found to be significant in the first regression analysis but not in the second. Results suggested that the limited construct validity of cloze as a measure of comprehension had a small but significant influence on the concurrent validity of cloze with measures of comprehension. Cloze pre-

dicted performance best when within-sentence comprehension dominated, but was less useful when students were expected to integrate information across sentence boundaries. (MM)

ED 239 220 CS 007 441

Meyer, Linda A. And Others

Direct Instruction: A Project Follow Through Success Story. Technical Report No. 302.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Dec 83

Contract—400-81-0030

Note—34p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Basic Skills, \*Disadvantaged Youth, Elementary Education, Faculty Development, Inservice Teacher Education, Preservice Teacher Education, \*Program Evaluation, \*Reading Achievement, Reading Improvement, \*Reading Instruction, \*Reading Programs, \*Reading Research, Teaching Methods

Identifiers—Direct Instruction, Project Follow Through

The Follow Through Project at New York City's P.S. 137 has demonstrated that even students from highly disadvantaged areas can match the academic accomplishments of their middle class peers. Begun in 1963, the project involved 12 classrooms at the kindergarten through grade 3 levels and used a direct instruction model featuring (1) a consistent focus on academic objectives; (2) high allocations of time to small group instruction in reading, language, and math; (3) a carefully sequenced Distar curriculum; (4) preservice and inservice teacher training; and (5) a comprehensive system for monitoring both the rate of students' progress and their mastery of the materials covered. Reasons for the project's success included the administration's commitment, parental support, and the continuity and structure that the instructional model gave to a system with a high staff turnover rate. Evaluations conducted by a variety of sources indicated that P.S. 137 students' achievement scores compared favorably with students from similar backgrounds. In addition, the local school district's review of long term effects showed that Follow Through students maintained mean scores at or above grade level in grades 4 and 5. (Tables summarizing evaluation findings are included.) (MM)

ED 239 221 CS 007 454

Singer, Harry, Ed. Bean, Tom, Ed.

Learning from Text: Explanation and Strategies.

Proceedings of the Preconvention Institute on Learning from Text at the Annual Meeting of the International Reading Association (28th, Anaheim, California, May 26, 1983).

Learning from Text Project, Riverside, CA.

Pub Date—May 83

Note—133p.

Pub Type—Collected Works - Proceedings (021) — Guides - Classroom - Teacher (052) — Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Cognitive Processes, \*Content Area Reading, Heuristics, History Instruction, History Textbooks, Language Skills, Learning Strategies, Models, Prior Learning, \*Reading Comprehension, \*Reading Instruction, Reading Research, Reading Strategies, \*Study Skills, Teaching Methods, Textbook Content

Identifiers—Graphic Organizers, \*Learning from Text Project, Metadiscourse, \*Reader Text Relationship, Textual Organization, Theory Practice Relationship

Intended for elementary and secondary school teachers, supervisors, curriculum specialists, and researchers, this report presents the proceedings of an institute on the Learning from Text Project sponsored by the University of California and the California State University systems. After an introduction by institute chairperson Deborah Hancock, the report presents the proceedings of seven sessions covering the following topics: (1) a classroom model of learning from text, (2) the relationship of language and knowledge, (3) metadiscourse in texts, (4) the use of the Learning from Text Project in a grade 10 history class, (5) the content of history texts, (6) the hierarchical organization of linear text and its effect on reading comprehension, and (7) the nature and use of graphic organizers.

The report then presents a summary of the institute, a conclusion discussing high school teachers' attitudes toward the term "learning from text," and an appendix listing institute participants. (MM)

ED 239 222 CS 007 455

Duin, Ann Hill

The Effects of Intensive Vocabulary Instruction on a Specific Writing Task. A Plan B Paper.

Pub Date—Aug 83

Note—117p.; M.A. Thesis, University of Minnesota.

Pub Type—Reports - Research (143) — Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Age Differences, Grade 4, Grade 6, Intermediate Grades, \*Prewriting, Student Attitudes, Teaching Methods, Units of Study, \*Vocabulary Development, Writing Exercises, \*Writing Improvement, \*Writing Research

A study investigated the effects of preteaching vocabulary on students' performance of a writing task targeted to the use of those words. Subjects were 50 fourth grade and 55 sixth grade students. Materials included a pretest narrative writing assignment, a 10-word vocabulary pretest and posttest, a vocabulary instructional booklet with teacher's guide, a posttest narrative writing assignment, and an attitude inventory. The experimental treatment consisted of activities designed to teach a set of 10 words related to the topic of the posttest writing assignment. The results of the writing assignment indicated that the fourth grade students receiving the vocabulary instruction used an average of 80% of the new words in their narratives, while the sixth grade students receiving instruction used an average of only about 40% of the words. However, the fourth grade students did not always use the words correctly, whereas the sixth graders showed a more tentative but more correct use of the words. On the vocabulary tests, both the fourth and the sixth grade experimental students learned the words taught. The results of the attitude inventory indicated that the instructional unit was well received. The majority of students both enjoyed the unit's activities and attempted to use the new vocabulary in their subsequent writing. The overall quality of the experimental students' writing also improved. (Testing materials, an outline of the instructional unit, and the scoring scale are appended.) (HTH)

ED 239 223 CS 007 466

Lipsky, Sally A.

Student Learning Styles and Use of Study Techniques.

Pub Date—Oct 83

Note—25p.; Paper presented at the Annual Meeting of the College Reading Association (27th, Atlanta, GA, October 20-22, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Cognitive Measurement, Cognitive Processes, \*Cognitive Style, \*Cognitive Tests, Higher Education, Personality Traits, Reading Habits, \*Reading Research, \*Study Habits, \*Study Skills

The Information Acquisition Preference Inventory was used to examine cognitive styles in relationship to students' use of study tasks and to assess subjects' preferred ways of learning and problem solving. The inventory, which has students rank words describing their own learning behavior, identifies four distinctive learning preference modes: concrete sequential (CS), concrete random (CR), abstract sequential (AS), and abstract random (AR). A study skills survey completed by 40 students enrolled in a college reading and study skills course indicated that the concrete sequential learner was predominant among the students sampled. Not only were 46% of the students exhibiting one learning preference (concrete sequential learners), but 79% of the double dominant learners had a CS mixture. As for study techniques, the greatest number of learners in all categories reported using personal schedules "sometimes," with the next largest number using schedules "almost always." Most students reported using the textbook study system "sometimes," and the Cornell note-taking method and mapping techniques "very little" or "never." Results also indicated that the concrete random learners used the study techniques somewhat more than did the other students. (Appendixes include the study skills survey and the Information Acquisition Preference Inventory.) (HOD)

ED 239 224 CS 007 470

Laughter, Mabel Y.

Helping Students Develop Reading Ability Commensurate with Their Potential.

Pub Date—[80]

Note—10p.

Pub Type—Reports - Evaluative (142) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Diagnostic Teaching, Elementary Education, Faculty Development, Individualized Instruction, \*Inservise Teacher Education, Middle Schools, Program Development, Program Improvement, \*Reading Achievement, \*Reading Improvement, \*Reading Instruction, Reading Programs, \*Reading Research, Reading Skills, Reading Tests, Teaching Methods

In implementing a districtwide reading project emphasizing staff development for middle school level teachers, the Moore County, North Carolina district conducted a study to determine whether middle school children could exceed their prior reading growth rates over a three-year period. Students from grades four through eight were pretested in the fall of each year using upper levels of the Prescriptive Reading Inventory and its companion test, the ORBIT, the California Reading Test, and the Piers-Harris Self Concept Scale. The information these tests provided on student strengths, weaknesses, and attitudes became the basis for instructional planning. Among the conditions the study sought to promote were individualized instruction, student motivation, and teacher participation in program design. Teacher inservice training was provided by a specialist in diagnostic prescriptive development of reading. Students' reading rate was determined to be the average of the latest three year gains given in grade level equivalents, and the students' progress for each of the study years was compared to this rate. The results indicated remarkable success in almost every test objective for all three years. Direct training in diagnosis, program design, selection and construction of activities and materials, and administrative support were essential for building the teacher confidence and competence that precipitated students' success. (HTH)

ED 239 225 CS 007 473

Flood, James Ed.

Understanding Reading Comprehension: Cognition, Language, and the Structure of Prose.

International Reading Association, Newark, Del. Report No.—ISBN-0-87207-736-5

Pub Date—84

Note—274p.; Prepared by the International Reading Association Cognitive Psychology and Reading Comprehension Committee.

Available from—International Reading Association, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714 (No. 736, \$10.00 member, \$16.00 non-member).

Pub Type—Guides - General (050)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Artificial Intelligence, Child Language, Classification, \*Cognitive Processes, Language Acquisition, Linguistics, Listening Comprehension, Psychology, Readability, \*Reading Comprehension, \*Reading Research, Reading Skills

Identifiers—Comprehension Monitoring, \*Reader Text Relationship, \*Text Structure

Intended to illuminate current understanding of how the reader's cognition and language and the text's structure affect the processing of prose, this volume contains articles written by educators, linguists, psychologists, and artificial intelligence experts on issues of comprehension research. The first part of the book examines reading comprehension as a cognitive process. The second part explores the relationships between important aspects of language study and reading, while part three focuses on the relationship between text structure and reading comprehension. The 12 essays discuss the following: (1) understanding comprehension; (2) cognitive monitoring in reading; (3) the linearity of reading; (4) consciousness and reading comprehension; (5) an artificial intelligence (AI) perspective on reading comprehension; (6) language development and reading; (7) word finding, word organizing, and reading; (8) comprehension rates in listening or reading; (9) prose structure in content areas; (10) coherent and cohesive harmony; (11) cognitive psychology and readability; and (12) continuities and discontinuities in readability and prose comprehension. (HTH)

ED 239 226

Crismore, Avon

The Rhetoric of Social Studies Textbooks: Metadiscourse.

Pub Date—[83]

Note—35p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, Content Analysis, \*Content Area Reading, Elementary Secondary Education, Higher Education, \*Readability, \*Reading Materials, Rhetorical Criticism, \*Social Studies, \*Textbook Research, \*Textbooks

Identifiers—\*Metadiscourse, Reader Text Relationship, Textual Analysis

Written authorial commentary, or metadiscourse, in social studies texts helps students anticipate context, goals, text organization, and author perspective, and results in texts that readers find interesting and easy to remember. An analysis of informational and attitudinal metadiscourse instances in nine social studies textbooks and nine nontextbooks representing levels from elementary school through college produced a number of findings, including the following: (1) typical textbooks did not make goal statements and infrequently used preliminary or preplan statements about content or structure, or postplan review statements; (2) two of the three atypical textbooks (textbooks written for specialized audiences) did use goal statements; (3) of the nonschool texts, four had goal statements, one had 84 of 106 nontextbook preplan statements, and three had postplan statements; (4) typical textbooks used third person, formulaic discourse statements more often than atypical or nonschool texts; (5) nonschool texts used attitudinal discourse more often than did school texts; (6) the greatest amount of attitudinal discourse in school texts was found at the seventh and eighth grade level; and (7) textbooks generally use attitudinal discourse to refer to concrete people or events while nontextbooks also use it to refer to abstract concepts. (MM)

ED 239 227

Rakes, Thomas A.

Staff Development for University Level English Faculty: Improving the Teaching of Reading and Writing.

Spons Agency—Memphis State Univ., Tenn.

Pub Date—Oct 82

Note—13p.; Paper presented at the Annual Meeting of the College Reading Association (26th, Philadelphia, PA, October 28-30, 1982).

Pub Type—Reports - Research (143) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Basic Skills, College Programs, Content Area Reading, English Instruction, \*Faculty Development, Higher Education, \*High Risk Students, \*Interdisciplinary Approach, Program Development, Program Evaluation, Reading Improvement, \*Reading Instruction, Reading Skills, Remedial Reading, Teacher Effectiveness, Teaching Methods, \*Workshops, \*Writing Instruction, Writing Skills

A four-day workshop designed to acquaint faculty members with teaching strategies for combining basic reading skills in English composition was evaluated as very effective by the seven workshop participants. The evaluation results indicated that interdisciplinary staff development seminars can be beneficial to faculty from varied content areas. Recommendations developing from this seminar relative to the teaching of special students include the following: (1) the ultimate responsibility for teaching special students should be left to academic departments rather than nonacademic or service level agencies within the university; (2) basic reading-study achievement levels of all special students should be evaluated on entrance, interim, and exit bases; (3) faculty interested in developing and maintaining instructional programs for special students should be identified and organized; and (4) specialized staff development seminars should be available to all departments within the university. The efficient utilization of available faculty expertise is essential if colleges are to develop inexpensive staff development programs. (MM)

ED 239 228

McLendon, Gloria H.

Recent Research into the Hemisphericity of the Human Brain and the Implications of Those Findings in the Teaching of Reading.

CS 007 474

CS 007 474

Pub Date—[83]

Note—26p.

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Cerebral Dominance, \*Cognitive Processes, Holistic Approach, Lateral Dominance, Learning Modalities, \*Neurolinguistics, Perceptual Development, Reading Comprehension, \*Reading Instruction, \*Reading Research, Reading Skills, Sequential Learning, Visual Learning

Identifiers—Theory Practice Relationship

Research data in neurosurgery, neuropsychology, and neurolinguistics indicate that the human brain is lateralized toward one of two methods of information processing, and that, in most humans, the language bias appears to be a left hemisphere function, while the visuospatial bias belongs to the right. Furthermore, the left hemisphere seems to perceive and process information in parts, while the right hemisphere perceives and processes information in wholes. These data have been used to investigate many facets of the teaching/learning process. Such studies have discovered that readers who process written material using a predominantly left hemisphere strategy of sequencing, without integrating the right hemisphere visualization strategies, may be able to read but not comprehend. Those readers who appear to have good visualization skills—a right hemisphere strategy—but lack the sequencing skills of the left, have great difficulty developing overall reading skills. The educational challenge, therefore, becomes one of teaching the whole child, to approach each hemisphere's processing strengths, to provide exercises that will allow for the integration of perceptual strategies in reading, and to produce holistic thinkers. (HOD)

ED 239 229

Standal, Timothy C. Schaefer, Christine C.

Vocabulary Improvement: Program Goals and Exemplary Techniques.

Pub Date—[78]

Note—11p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Associative Learning, \*Content Area Reading, Context Clues, Educational Objectives, Elementary Secondary Education, \*Language Skills, Program Development, Reading Comprehension, Structural Analysis (Linguistics), Teaching Methods, \*Vocabulary Development, \*Vocabulary Skills, \*Word Study Skills

To be successful, a vocabulary improvement program should teach vocabulary directly but in a meaningful context, involve teachers and use vocabulary from all content areas, and represent a long term commitment. Strategies promoting an effective program include the following: (1) teaching word consciousness, (2) using materials at students' instructional levels to help develop reading vocabulary, (3) presenting contextual analysis as a tool in reading comprehension, (4) studying word etymology, (5) teaching structural analysis, (6) using synonyms and antonyms to help students learn word meaning through association, (7) increasing students' awareness of words with multiple meanings, (8) building awareness of symbols, abbreviations, and acronyms to help increase comprehension, (9) pointing out the use and misuse of figurative language, (10) using structured overviews of text chapters to help clarify the relationships among words and concepts, (11) encouraging students to find new words in print, and (12) providing specific instruction in the use of specialized vocabulary. School-wide commitment to vocabulary development allows students to make lasting gains in receptive, productive, technical, and nontechnical vocabularies. (MM)

ED 239 230

Carswell, Lorraine White, William F.

Sampling Bias and Limitations in Generalizations in Reporting Scores on Standardized and Criterion Referenced Reading Tests.

Pub Date—[Dec 83]

Note—8p.; Paper presented at the Annual Meeting of the American Reading Forum (4th, Sarasota, FL, December 8-10, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, Criterion Referenced Tests, \*Economically Disadvantaged, \*Economic Factors, Grade 8, Junior High



Schools, Lunch Programs, \*Reading Achievement, Reading Comprehension, \*Reading Research, \*Reading Tests, Standardized Tests, \*Test Bias, Testing Problems, Test Results, Vocabulary Skills

To assess the impact of economic deprivation on students' reading scores in standardized tests, the vocabulary and reading comprehension portions of the California Achievement Test and the Degree of Reading Power test were administered to two groups of eighth grade students—60 students participating in the federal free lunch program and 60 students not participating. A test of mean differences between the two groups suggested that students receiving free lunches scored significantly lower on standardized reading tests than did students not using the lunch program and therefore assumed to be above the poverty guidelines. Comparisons of schools' test scores do not consider school differences in the percentages of children with moderate to severe economic deprivation. These results indicate, however, the need for sensitivity in comparing standardized reading scores among school programs. (MM)

ED 239 231 CS 007 479

Stahl, Steven A.

Vocabulary Instruction and the Nature of Word Meanings.

Pub Date—20 Oct 83

Note—25p.; Paper presented at the Annual Meeting of the College Reading Association (27th, Atlanta, GA, October 20-22, 1983).

Pub Type—Information Analyses (070) — Guides — Classroom — Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Processes, Language Skills, \*Learning Theories, Models, \*Reading Comprehension, Reading Instruction, \*Semantics, \*Teaching Methods, \*Vocabulary Development

An extensive literature review led to the formation of a framework for vocabulary instruction that can be used to analyze the relationship between knowledge of word meanings and comprehension and to suggest more effective means of vocabulary instruction. The framework posits two types of information students hold about words—definitional and contextual. It further suggests that different vocabulary teaching methods provide different types of information about taught words and that methods that provide both definitional and contextual information or "mixed" methods are more effective than methods that provide only one type of information. The framework also suggests that methods vary in the processing demands they place on students and that methods that require "deeper" processing are also more effective. Depth of processing, at least in terms of vocabulary instruction, is operationalized in terms of three levels—association, comprehension, and generative processing. The framework was used to analyze the results of seven methods comparison studies and found to adequately account for the findings. (Author/FL)

ED 239 232 CS 007 480

Cranney, A. Garr

Noah Webster and William Holmes McGuffey:

The Men and Their Contributions to Reading.

Pub Date—[83]

Note—20p.

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Beginning Reading, Comparative Analysis, \*Educational History, \*Nineteenth Century Literature, \*Reading Instruction, \*Reading Materials, Spelling Instruction, Teaching Methods, \*United States History, Values Education

Identifiers—\*McGuffey (William), \*Webster (Noah)

Noah Webster and William Holmes McGuffey, who made important contributions to reading and education, present an interesting study in comparison and contrast. Although Webster is remembered most as a lexicographer, his speller contributed greatly to the early teaching of reading in the United States. His literary activities as a patriot, a nationalist, and an educator desiring that America should achieve a linguistic identity apart from England were effective and impressive. A prodigious worker, scholar and writer whose writing touched many fields, he was also an active participant in religious and community affairs, an admirable husband and

parent, and a businessman of energy and integrity. By contrast, McGuffey was a professor and preacher whose name was associated with the greatest publishing enterprise in American history. His reader was an improvement upon Webster's speller, and eventually replaced it as the most important medium of American reading instruction. Apart from reading instruction, the McGuffey reader also gave to the nineteenth-century American child a common value-laden body of literary reference and allusion. However unsophisticated those nineteenth-century reading instruction methods and materials may now appear, they did provide a common heritage and helped shape the American character and values of the time. (HOD)

ED 239 233 CS 007 481

Rakes, Thomas A. Scott, Susan M.

Using Teacher/Student Generated Questions.

Spons Agency—Memphis State Univ., Tenn. Dept. of Curriculum and Instruction.

Pub Date—Oct 83

Note—8p.; Paper presented at the Annual Meeting of the Florida Reading Association (21st, Hollywood, FL, October 13-16, 1983).

Pub Type—Guides — Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Discovery Learning, Elementary Secondary Education, \*Learning Strategies, \*Questioning Techniques, \*Reading Comprehension, \*Reading Instruction, Reading Skills, Self Evaluation (Individuals), Teaching Methods

Identifiers—\*Comprehension Monitoring

Questioning strategies, whether teacher- or student-generated, can be a major tool in developing reading comprehension. Teachers can maximize the benefits of teacher directed questioning by (1) providing clues before providing answers to questions, (2) acknowledging appropriate responses with two or three seconds of eye contact, (3) allowing students to formulate several answers and then choose the best response, (4) using joint responses through a show of hands or finger signals, (5) allowing students five to seven seconds to answer questions, and (6) using the chalkboard or question cards to show questions and possible answers. Teachers can use these procedures in conjunction with such teacher directed strategies as the Question Answer Relationship (QAR). By accompanying questions with the phrases "right there," "think and search," or "on your own," teachers let students know whether they are asking a detail, an interpretive, or a critical thinking question. Student generated questioning strategies include ReQuest, based on student questioning of teachers for pertinent information, and SQ3R, in which students first survey and ask themselves questions about reading material, then read the passages and recite the answers to their questions. A final self-directed questioning method is called Structured Comprehension, which trains students to ask questions to ensure their comprehension of each sentence. (MM)

ED 239 234 CS 007 482

Otto, Beverly

"Let's Read Together": Young Children's Assisted Storybook Interactions.

Pub Date—83

Note—16p.; Paper presented at the Annual Meeting of the National Reading Conference (33rd, Austin, TX, November 29-December 3, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Beginning Reading, Books, \*Child Language, Childrens Literature, Interaction, Language Acquisition, \*Language Usage, Oral Language, \*Prereading Experience, Preschool Education, Reading Ability, \*Reading Aloud to Others, \*Reading Research, Story Reading

Identifiers—\*Childrens Responses, \*Print Awareness

A study examined young children's emergent reading abilities through analysis of their assisted storybook interactions. Twelve storybooks were read to 41 preschool children during a two-week period preceding interviews. During the interviews, each child was asked to "read" a favorite storybook aloud to a stuffed animal and to the examiner. In 11 cases in which the child did not respond to this initial prompt, additional encouragements were given by the examiner, including reading the story aloud with the child. The videotaped interviews were examined for features thought to be related to knowledge about written language and reading. Pre-

liminary analysis of the assisted storybook interactions indicated a variety of responses. Some children responded only nonverbally, for example, by pointing to the picture. In contrast, other children became very involved verbally, recreating the story with adult assistance. Storybook interactions also varied in the type of language the children used. The responses of some children reflected oral language, containing conversational characteristics, while others resembled written language and contained fragments of the exact wording of the text. During further analysis of the assisted storybook interactions, responses appeared to fall into five categories: nonverbal, conversational, semantically equivalent, echo-like, and verbatim-like. (Examples of interactions are included in the text.) (HTH)

ED 239 235 CS 007 483

McConkie, George W. And Others

Instrumentation Considerations in Research Involving Eye-Movement Contingent Stimulus Control. Technical Report No. 305.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (ED), Washington, DC; National Inst. of Mental Health (DHHS), Rockville, Md.

Pub Date—Jan 84

Contract—400-76-0116

Grant—MH-32884

Note—23p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Processes, Computer Assisted Testing, Eye Fixations, \*Eye Movements, \*Instrumentation, Measurement Equipment, Reading Instruction, \*Reading Processes, \*Reading Research, \*Research Methodology, Visual Perception

In the study of perception during reading, the use of eye movement contingent control of the stimulus display has proved to be a useful research technique. With such a system, it is possible to experimentally manipulate, in real time, the characteristics of the stimulus display that is present on selected fixations as reading is in progress and to observe the effects of the manipulation on the eye movement pattern. The technique has been used in a situation where the display must be changed during the period of a saccadic eye movement and when it was necessary to make a change at some time after the beginning of a fixation. Among the instrumentation concerns that are important to consider when setting up a system to do this type of research are the following: (1) the eye movement equipment must have fast throughput and low noise, and yield new information with high frequency; (2) the program must sample the eye position with a high frequency, detect saccade onset and make the decision about whether to initiate a display change as early as the study permits, and minimize the amount of computation involved in changing the image; and (3) the display device must be capable of being rapidly refreshed and of initiating the presentation of a new image part way through the refresh cycle. (FL)

ED 239 236 CS 007 484

Anderson, Richard C. Pearson, P. David

A Schema-Theoretic View of Basic Processes in Reading Comprehension. Technical Report No. 306.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jan 84

Contract—400-81-0030

Note—91p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Cognitive Processes, \*Learning Theories, \*Prior Learning, \*Reading Comprehension, Reading Instruction, \*Reading Research, \*Schemata (Cognition)

To characterize basic processes of reading comprehension, this report focuses on how the reader's schemata, or knowledge already stored in memory, function in the process of interpreting new information and allowing it to enter and become a part of the knowledge store. The paper first traces the historical antecedents of schema theory, then outlines its basic elements, pointing out problems with current realizations of the theory and possible solutions. Following a consideration of the interplay

between the abstracted knowledge embodied in schemata and memory for particular examples, it "decomposes" the comprehension process in order to examine components of encoding (attention, instantiation, and inference) and retrieval (retrieval plans, editing and summarizing, and reconstructive processes). In conclusion, the paper evaluates the contributions of schema theory to the understanding of the comprehension process and speculates on the directions future research should take. (FL)

ED 239 237 CS 007 486

Hoffman, James V. Segel, Kerry  
Oral Reading Instruction: A Century of Controversy (1890-1980).  
Pub Date—May 83

Note—34p.; Paper presented at the Annual Meeting of the International Reading Association (28th, Anaheim, CA, May 2-6, 1983).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Educational History, \*Educational Theories, Elementary Secondary Education, \*Oral Reading, \*Reading Instruction, Reading Research, \*Reading Strategies, \*Teacher Role, Teaching Methods

Identifiers—Theory Practice Relationship

To develop a historical perspective on the sources of the controversy over the appropriate place of oral reading in formal reading instruction, this paper presents a brief history of oral reading instruction as used in American schools from 1880 to the present. The paper describes in detail both classroom and clinical practices that rely on oral reading as an instructional component, identifies major shifts in practice and the factors influencing those shifts, and discusses research dealing with the effects of oral reading instruction. Based on the historical review, the paper suggests that (1) certain forms of guided oral reading practice can contribute significantly to growth in student reading ability; (2) effective practice in oral reading includes such elements as the use of text that is rich in language, the modeling of appropriate oral reading by the teacher, the opportunity for student rehearsal, the opportunity for students to perform in both individual and audience contexts, and high standards for student performance before moving to a new text; and (3) the dominant use of "round robin" oral reading is due in part to the teacher's desire to evaluate students' word identification skills and in part to the need to create a reading task for which students easily can be held accountable. (FL)

ED 239 238 CS 007 488

Bingham, Adelaide Bates And Others  
Identifying Main Ideas in Picture Stories: A New Measure and a Developmental Investigation.

Wisconsin Center for Education Research, Madison.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—[81]

Grant—NIE-G-81-0009

Note—38p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Child Development, Developmental Stages, Elementary Education, \*Perceptual Development, \*Pictorial Stimuli, \*Picture Books, \*Reading Comprehension, \*Reading Research, Test Validity, Visual Measures

Identifiers—Main Idea, Topic Sentences

A series of studies with adults resulted in a standardized test to assess children's comprehension of main ideas in simple narratives. The test, utilizing stories from the WISC-R picture arrangement task, was then employed in a developmental investigation with second, fifth, and eighth grade students. Each student completed the WISC-R arrangement task in its usual form in one session and ranked main idea alternatives associated with the picture stories in a second. In addition, a standardized measure of reading comprehension was available for most students. Results showed a clear improvement across the grades in children's ability to select the best topic statement for the picture stories. The high consensus alternative, which abstracted the main action sequence, was perceived as best. The single picture alternative, which stated a specific action tied to one picture in the sequence, was perceived as second best. The setting alternative, which described some feature of the story's context or background, was perceived as the third best alternative. The wrong alternative, which stated an action inappropriate to

the story, was perceived as the worst alternative. Developmentally, the younger children seemed to have more difficulty appreciating or detecting the "completeness" of action stated in the alternative and using such a criterion to discriminate the quality of the topic statement. (Author/HOD)

ED 239 239 CS 007 489

Mazor, Aviva Yussen, Steven R.  
Children's Ability to Draw Inferences from Text.  
Wisconsin Center for Education Research, Madison.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—[83]

Grant—NIE-G-81-0009

Note—22p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Cognitive Processes, \*Context Clues, Elementary Education, Grade 2, Grade 3, Grade 4, Learning Theories, \*Prior Learning, \*Reading Comprehension, \*Reading Instruction, \*Reading Research, Schemata (Cognition)

Identifiers—Inferences, Reader Text Relationship

Two experiments were conducted to test the hypotheses that the ability to draw inferences from a text about an unstated agent is based on the quality of information available to the reader, and that the quality of the information is itself based on the unique nature of cues embedded in the text and on the relevance of prior knowledge held by the reader. In the first experiment, 20 second and 20 fourth grade students listened to stories that contained a helpful (unique) or unhelpful (nonunique) clue and then drew inferences. In the second experiment, 28 third and 28 fourth grade students listened to stories with clues that varied as in the first experiment. In addition, half of the students first received a relevant prior knowledge and half received an irrelevant prior knowledge treatment. Both experiments confirmed that the unique nature of an embedded clue was directly related to the ease of drawing an inference. In addition, relevant prior knowledge was shown to enhance inference making in an additive, linear fashion. No grade differences were found. (Stories used in the experiments are included.) (FL)

ED 239 240 CS 007 490

Rice, G. Elizabeth Meyer, Bonnie J. F.  
Prose Recall: Effects of Aging, Verbal Ability and Reading Behavior. Prose Learning Series Research Report No. 13.

Arizona State Univ., Tempe. Dept. of Educational Psychology.

Spons Agency—National Inst. of Mental Health (DHHS), Rockville, Md.; National Inst. on Aging (DHHS/NIH), Bethesda, MD.

Pub Date—83

Grant—MH-31520; NIA-03438

Note—49p.; Paper presented at the Annual Meeting of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Adults, \*Age, Age Differences, Aging (Individuals), Predictor Variables, Reading Achievement, \*Reading Habits, \*Reading Research, Reading Strategies, \*Recall (Psychology), \*Verbal Ability

A study was conducted to determine the effects of age, verbal ability, education, reading habits, and recall strategies on prose recall among adults. Subjects were 422 adults in three age groups—young (18-28 years), middle (40-54), and older (62-80). They were asked to read and recall in writing two 388-word prose passages and to answer questions about their background reading habits and recall strategies. The results indicated that while increasing age was associated with a decrease in recall, both verbal ability and education were better predictors of recall than was age. In addition, a recall strategy factor representing "paragraph by paragraph" retrieval produced the highest simple correlations with total recall and contributed significantly to the explanation of other recall measures. Reading habit factors associated with recall reflected subjects' self-assessment as good and frequent readers as well as their need to know information. The reading and recall strategy factors proved to be better predictors of recall than the reading habit factors. While the findings confirmed the expectation that more practiced readers will recall more, the results also made it possible to refine understanding of the relationship between recall and reading experience. They also suggested that training in the use of reading and

recall strategies may be used to improve recall in all age groups. (Extensive tables of data are appended.) (HTH)

ED 239 241 CS 007 491

Crews, Ruthellen  
Teaching Writing as an Extension of the Directed Reading Activity.

Pub Date—[Oct 83]

Note—12p.; Paper presented at the Annual Meeting of the Florida Reading Association (21st, Hollywood, FL, October 13-16, 1983).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Activities, Discussion (Teaching Technique), Elementary Education, Peer Evaluation, \*Reading Comprehension, \*Reading Instruction, Reading Research, \*Reading Skills, Recall (Psychology), Writing Evaluation, \*Writing Exercises, \*Writing Instruction, Writing Research, \*Writing Skills

Identifiers—\*Reading Writing Relationship, Summarization

Research indicating a strong correlation between reading and writing skills has been used to create effective teaching activities; this paper summarizes research findings and describes teaching activities in three classrooms. (1) As students' reading comprehension and recall have been shown to improve following instruction in summary writing, a sixth grade class discussed a reading selection, listed important ideas, and created summary statements of the content. Students then heard and critiqued these statements. (2) In conjunction with a unit on "wild creatures," a second grade class created animal riddles and organized data on specific animals into charts. They then organized that information into reports, had peer and teacher conferences on their writing, and had revised and edited reports bound into individual books. (3) Analysis of the structure of basal reader stories served as a basis for student writing in a fourth grade class. Although more research is needed on the relationship between reading and writing, extending the activities in a reading group to include discussion of content, writing, and responding to what is written enhances both reading and writing skills. (MM)

ED 239 242 CS 007 493

Prince, Amber T.  
The Ghost of Computers Past, Present, and Future: Computer Use for Preservice/Inservice Reading Programs.

Pub Date—Dec 83

Note—19p.; Paper presented at the Annual Meeting of the American Reading Forum (4th, Sarasota, FL, December 8-10, 1983).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Computer Assisted Instruction, Computer Managed Instruction, Computer Oriented Programs, Computer Programs, Educational Innovation, Higher Education, \*Inservice Teacher Education, Microcomputers, \*Preservice Teacher Education, Reading Teachers, \*Teacher Education Curriculum

Computer assisted instruction, and especially computer simulations, can help to ensure that preservice and inservice teachers learn from the right experiences. In the past, colleges of education used large mainframe computer systems to store student registration, provide simulation lessons on diagnosing reading difficulties, construct informal reading inventories, and provide mobile delivery service for inservice instruction. However, due to their cost and the lack of grant money, these programs are no longer in use. Today, colleges of education are using stand-alone microcomputers for tutorials, games, word processing, and simulations. Future uses of computer technology might include interactive videodiscs for the presentation of lectures, networks for online references, online testing or data base management, and teleconferencing. These uses have great potential for improving the efficiency and effectiveness of teacher learning because (1) they provide preservice teachers with designed rather than accidental sets of experiences, (2) the experiences they create decrease the chances of inexperienced teachers doing educational harm to future students, and (3) they free professors for more supervision of preservice teachers in the classroom, for more small group work, and perhaps for more

research. Nevertheless, these possibilities may be hampered by the low priority colleges of education have placed on the technical training needed to implement such programs. (HOD)

**ED 239 243** CS 007 494

Kaufman, Nancy J. Randlett, Alice L.

The Use of Cognitive and Metacognitive Strategies of Good and Poor Readers at the College Level.

Pub Date—Dec 83

Note—13p; Paper presented at the Annual Meeting of the American Reading Forum (4th, Sarasota, FL, December 8-10, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Processes, College Students, \*Educationally Disadvantaged, Higher Education, Learning Strategies, \*Metacognition, \*Reading Ability, \*Reading Comprehension, Reading Research, Reading Skills, \*Reading Strategies, Study Skills, Teaching Methods

To determine if able and disabled college student readers can be distinguished by their awareness and use of metacognitive and cognitive strategies, 36 freshmen students enrolled in a reading and study skills class were classified as either good or poor readers based on their Nelson-Denny Reading Test scores. After reading five short passages and answering comprehension questions, students were interviewed about their reactions to the reading task, past reading experiences, and locus of control. Following the interviews, students completed a questionnaire on their conscious use of strategies. No significant differences were found between high and low comprehenders in use of observable strategies, but large differences occurred in the two groups' use of nonobservable, "in-head" strategies such as visualizing material. Overall, high comprehenders gave one-third more responses when asked what they did to lessen their confusion. Explanations for these differences might include the lack of direct teaching in higher order thinking skills or the difficulty some students have in assimilating these skills. Remediation might begin with making students aware of their learning strengths and weaknesses and of their cognition. (MM)

**ED 239 244** CS 007 498

Iran-Nejad, Asghar Ortony, Andrew

Man on the Functional View of Cognition: A Biofunctional Model of Mental Content, Mental Structures, Awareness, and Attention. Technical Report No. 304.

Bolt, Bernack and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Academy of Education, Washington, D.C.; National Inst. of Education (ED), Washington, DC.

Pub Date—Dec 83

Contract—400-76-0116

Note—85p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Associative Learning, \*Cognitive Processes, \*Learning Theories, Memory, Models, Physiology, Psychology, \*Reading Research, \*Schemata (Cognition)

Noting that current cognitive theories focus on the belief that knowledge is an organized collection of long-term structures upon which various processing mechanisms operate, this paper argues that mental functioning may be more readily characterized by the idea of abstract long-term associations and structures is abandoned. It proposes a model of cognition in which mental relations are transient functional relations, and in which psychological permanence is a functional characteristic of the neuronal system. It explains cognition and other aspects of mental life in terms of the activity of anatomically distributed constellations of neuronal elements, which are conceived of as physiological microsystems that are capable of generating specialized awareness experiences. The paper terms the overall mental counterpart of the combined activity of these elements "schema-of-the-moment" (SOM), a constantly changing phenomenon involving both global and focal experiences. It then discusses the three distinguishable, but not separate, components of SOM: the background, dominant, and independently functioning components. (Author/FL)

**ED 239 245** CS 007 500

Teale, William H.

Toward a Theory of How Children Learn to Read

and Write "Naturally": An Update.

Pub Date—Dec 83

Note—12p; Paper presented at the Annual Meeting of the National Reading Conference (33rd, Austin, TX, November 29-December 3, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Child Development, Early Childhood Education, \*Early Reading, \*Family Environment, \*Language Acquisition, Learning Theories, \*Literacy, \*Prereading Experience, Psycholinguistics, Reading Readiness, Reading Research, Reading Skills, Research Needs, Writing Skills

Identifiers—Natural Literacy Development

Some children become capable readers and writers before ever attending school and without exposure to formal instruction. This phenomenon—sometimes referred to as natural literacy development—is not, in the strictest sense, natural; as the adult presents much of the literacy environment to the child in a socialized, mediated form, teaching is also involved. The implications for literacy development in early childhood are that a child is not given a preexisting literacy environment, but is actively involved in creating his or her literacy environment. The child's initiations, temperament, questions, and other actions or qualities actually affect the nature and frequency of literacy mediated activities occurring in the child's environment. To determine what role the child's environment plays on literacy development, future research should carefully document (1) what information is in the environment for the child to assimilate, (2) how finely tuned the environment is to the child's development, and (3) what strategies the child develops over time for dealing with written language. (HOD)

**ED 239 246** CS 007 501

Townsend, Brenda S. Wilkie, Carolyn J.

A Comparison of Social Science Textbook Readability and Students' Reading Levels.

Pub Date—Dec 83

Note—23p; Paper presented at the Annual Meeting of the American Reading Forum (4th, Sarasota, FL, December 8-10, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, College Students, Comparative Analysis, \*Grades (Scholastic), Higher Education, \*Readability, Readability Formulas, \*Reading Achievement, \*Reading Research, Social Sciences, \*Study Habits, Study Skills, \*Textbook Content, Textbook Evaluation, Textbook Research

The first phase of a study investigating textbook readability and students' reading levels used three traditional formulas to assess the readability levels of 51 primary textbooks from college introductory social science courses in 7 disciplines. The second phase investigated the relationship between the readability levels of students' texts, students' reading levels and study habits, and their final grades. The three-formula readability analysis indicated that, on the average, the 51 social science texts were written at the low-to-mid college level. The Fog Index yielded consistently higher results than the Fry and SMOG formulas. The main reading level was 15.1, with 80% of the students placing at or above the college level and 40% scoring at the top of the reading level scale. Students generally showed a high number of strengths in study habits, which was partly attributed to their having received instruction in how to study. When reading levels were categorized, an overall positive relationship was revealed between reading levels and final grades. No discernible relationship was found between study habits and final grades. (HOD)

**ED 239 247** CS 007 502

Allen, JoBeth

Taylor-Made Education: The Influence of the Efficiency Movement on the Testing of Reading Skills.

Pub Date—[79]

Note—19p.

Pub Type—Opinion Papers (120) — Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Educational History, Educational Philosophy, \*Efficiency, Minimum Competency

Testing, Objective Tests, \*Reading Comprehension, Reading Rate, \*Reading Tests, Recall (Psychology), Standardized Tests, Testing, \*Test Reliability

Identifiers—\*Taylor (Frederick Winslow)

Much of what has developed in the testing of reading harkens back to the days of the "Cult of Efficiency" movement in education that can be largely attributed to Frederick Winslow Taylor. Taylor spent most of his productive years studying time and motion in an attempt to streamline industrial production so that people could work as quickly and efficiently as possible. Education embraced most of Taylor's principles in the early 1900s, and journal articles of the period have documented the extensive influence of this "Cult of Efficiency" on the thinking of educational leaders. It is more than coincidental that standardized tests in subject areas first appeared around 1910, when Taylor and his educational followers were most vocal. The essay test was also replaced with objective tests that took little time to complete and less time to grade. Speed and factual recall, rather than critical comprehension, continue to represent the two most widely tested aspects of reading, although research has confirmed that speed is not an ample measure of reading ability. The question that must concern today's educators is whether the back to basics/competency testing movement is a return to that philosophy of efficiency. (HTH)

**ED 239 248** CS 207 484

Myers, Miles

The Speech Events Structuring Written Composition.

Pub Date—[80]

Note—32p; Print marginally legible.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Communication (Thought Transfer), Developmental Stages, Elementary Secondary Education, Inner Speech (Subvocal), \*Language Processing, Models, Oral Language, \*Schemata (Cognition), \*Speech Communication, Speech Skills, Writing (Composition), Writing Exercises, \*Writing Instruction, \*Writing Research, \*Writing Skills

A variety of sources, including writing samples and videotapes of writing sessions, were examined to determine what speech events underlie the written compositions of students from fourth through twelfth grades. Findings revealed a correlation between different levels of writing competency and four types of speech events: encoding, conversation, presentation, and ritual. Typically, students based their early written work on the simplest form of communication behavior—encoding, which concentrates on processing letters, words, and phrases. Once they had mastered encoding, students began to model their writing on the more complex speech events of conversations and presentations, both establishing a close relationship between the speaker-writer and the reader through conversationally structured writing and creating a greater distance between the two through presentations. The most advanced students used ritual, invoking authority through modeling devices such as footnotes and references. Awareness of the underlying rhetorical situations in student compositions can help teachers develop writing programs sensitive to students' developing abilities. (MM)

**ED 239 249** CS 207 590

Prejudice.

Fresno City Unified School District, Calif.

Pub Date—[77]

Note—43p; Prepared by the English Department of Irwin Junior High School.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Bias, Instructional Materials, Junior High Schools, Language Arts, Learning Activities, \*Poetry, \*Short Stories, Skill Development, \*Stereotypes, \*Student Attitudes, Units of Study Identifiers—PF Project

Designed for use in junior high school language arts classes, this learning activity packet combines the study of prejudice with language arts skills activities. An attitude inventory in which students assess their own prejudices is followed by a selection of short stories, skits, and a poem dealing with different kinds of prejudice. Each reading is accompanied by several exercises which relate reading content to skill development. For example, students define



story-related vocabulary, analyze labels, place sentences in sequence, write a letter, and create a story. (LP)

**ED 239 250** CS 207 663

*Mallick, David, Ed. And Others*  
New Essays in the Teaching of Literature. Proceedings of the Literature Commission International Conference on the Teaching of English (3rd, Sydney, Australia, 1980).

Australian Association for the Teaching of English. Report No.—ISBN-0-909955-38-7  
Pub Date—82

Note—225p.  
Available from—Australian Association of Teachers of English, Inc., P.O. Box 203, Norwood, South Australia 5068 (\$7.00).

Pub Type—Collected Works - Proceedings (021)—Guides - Classroom - Teacher (052)—Opinion Papers (120)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Creative Writing, \*Cultural Awareness, Cultural Differences, Drama, Elementary Secondary Education, \*English Instruction, Fiction, Higher Education, \*Literature Appreciation, Mass Media, Poetry, \*Reader Response, \*Teacher Role, Teaching Methods, Writing Instruction

Identifiers—\*Reader Text Relationship

Drawn from a conference attended by more than 150 educators from England, the United States, Canada, South Africa, India, China, New Zealand, and Australia, the papers in this compilation deal with a variety of aspects of literature instruction. Papers in the first section of the compilation provide reports on seminars held during the week-long conference. Among the topics discussed in this section are the nature of reading, the expressive response to literature, decentering abstractions, and the future of English instruction. The second section contains the three lectures given at the conference: (1) "Response-Begin Again" by Margaret Meek of England; (2) "Literacy Culture, Media Culture, Student Culture" by Peter Moss of Australia; and (3) "Literature Teaching and Some of Our Responsibilities" by Geoffrey Summerfield of England. This section also contains invited papers on the teaching of literature, each of which touches upon some point of theory made in one of the three lectures. The third section offers papers that concentrate primarily on the problem of response to literature and the role of the teacher. (FL)

**ED 239 251** CS 207 874

*Harnett, Carolyn G.*  
The Form of Thinking for Basic Writers.  
Pub Date—Mar 83

Note—16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (34th, Detroit, MI, March 17-19, 1983).

Pub Type—Speeches/Meeting Papers (150)—Guides - Classroom - Teacher (052)—Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Basic Skills, Cognitive Processes, \*Cohesion (Written Composition), Higher Education, \*Rhetorical Criticism, Teaching Methods, \*Writing Exercises, \*Writing Instruction

To do academic work, basic writers must know how to use the forms that express mature thinking. Accustomed to the demands of speech, basic writers often rely on unspecified context to relate ideas, thus failing to establish the connections evident in well-developed thought. While able to use certain cohesive ties such as repetitions, demonstratives, and associated terms, basic writers are less skillful with such manipulative ties as developing a comparison or contrast through contrastive conjuncts. In other words, they are less able to form their thoughts into extended rhetorical patterns. To help them learn to use the forms that express complex relationships, teachers might first direct students to sharpen their vague communicative purpose, then focus on the mental processes required for the specific purpose, and provide a structured sequence of exercises to develop and practice those processes. At the same time, teachers could provide instruction on the grammar and punctuation used in those rhetorical forms. To help students create consumer reports, for example, teachers might provide instruction in the comparison-contrast framework. Exercises that familiarize students with this mode include asking students to identify similarities or differences among a list of items, sentence combin-

ing exercises based on original observations of comparison, and work with synonyms. (A list of ways to develop ideas with words is included.) (MM)

**ED 239 252** CS 207 890

*Garay, Mary Sue*  
Adapting Targem Theory for Early Entry Black Engineering Students at a Southern University.

Pub Date—Mar 83

Note—9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (34th, Detroit, MI, March 17-19, 1983).

Pub Type—Speeches/Meeting Papers (150)—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Black Students, College Programs, \*Conflict Resolution, Engineering Education, Higher Education, \*Minority Groups, \*Problem Solving, \*Rhetoric, \*Targem Analysis, Writing Exercises, \*Writing Instruction

Identifiers—Louisiana State University

In 1979, the Louisiana State University (Baton Rouge) began the Recruitment into Engineering of High Ability Minority Students program (REHAMS). The purpose of the program was to give students a head start in their college courses while providing them with an opportunity for counseling and tutoring. To balance the curriculum's scientific emphasis and lessen pressure on students surviving in a predominantly white institution, a writing course based on targem rhetoric was incorporated into the curriculum. Using linguistic and anthropological observations of how people of various cultures come to understand the world and overcome differences in their perceptions of that world, the course required students to acknowledge their problematic situations in three prewriting actions. First, students chose paper topics on problematic situations they faced. Second, students stated the problem they planned to explore in their paper. Third, students used targemics in considering their problems from the perspective of particle, wave, and field. All three actions helped students to think and write comprehensively but precisely about things that bothered them such as their alienation from the mainstream of students and faculty and possible scholastic troubles as a result of that alienation. (HOD)

**ED 239 253** CS 207 985

*Roberts, David Harrell*  
The SPICE Center at Bluefield State College.  
Final Report.

Pub Date—[82]

Note—9p.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Community Colleges, \*Comparative Analysis, Conventional Instruction, Higher Education, Individualized Instruction, Pretests Posttests, \*Program - Effectiveness, \*Teaching Methods, Writing Evaluation, \*Writing Improvement, \*Writing Instruction, \*Writing Research

Identifiers—SPICE Center WV, \*Writing Laboratories

The writing center at Bluefield State College (West Virginia) is called the SPICE Center, SPICE being an acronym for Self Paced Instruction for Competency in English. In addition to emphasizing skill acquisition and flexibility, it stresses face-to-face evaluation of written work, and places heavy emphasis on writing as process instead of writing as product. To determine the center's effectiveness, instruction in the SPICE Center and in Southern West Virginia Community College's Individualized Learning Center was compared with conventional classroom instruction at the two colleges. The effects of the two modes of instruction on writing quality, the students' concepts of the nature of the writing process, and writing apprehension were compared in a pretest-posttest experimental design. Results revealed no significant differences between the two groups in both holistic scoring of writing samples and mean T-unit lengths. These results might suggest that teaching methods are not of central importance in the teaching of writing. (HOD)

**ED 239 254** CS 208 008

*Cummings, Melodie*  
The Nym Family: Synonyms, Antonyms, Homonyms, Acronyms.

Area Education Agency 7, Cedar Falls, IA.

Pub Date—[80]

Note—31p.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Abbreviations, Elementary Education, Learning Activities, Spelling, Teaching Methods, Vocabulary Skills, \*Word Recognition, \*Word Study Skills

Identifiers—Antonyms, Homographs, \*Homonyms, Homophones, PF Project, \*Synonyms  
Intended to help students improve their vocabulary and spelling skills, this booklet offers activities on synonyms, antonyms, homonyms (including homophones and homographs), and acronyms. It is suggested that the teacher present these types of words as members of the "Nym Family." Ideas for posters and books to be used as instructional aids are given. The activities include writing or rewriting sentences, identifying "nyms" in a sentence, writing short stories, and identifying the full meaning of acronyms. Following the activities, an answer key is provided for the acronym worksheets along with additional ideas for teaching about antonyms, homonyms, and synonyms. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (DC)

**ED 239 255** CS 208 009

*Gibson, Christine*  
Developing a Nonsense Dictionary.  
Area Education Agency 7, Cedar Falls, IA.  
Pub Date—[80]

Note—144p.; Page 32 is missing.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—Alphabetizing Skills, Class Activities, Definitions, \*Dictionaries, Elementary Education, Learning Activities, Phonetic Transcription, Pronunciation, \*Student Developed Materials, Syllables, Units of Study, \*Word Study Skills

Identifiers—PF Project

A step-by-step procedure for teaching and reviewing dictionary skills is presented. Activities are offered to support learning objectives related to the following topics: (1) alphabetizing; (2) finding entry words; (3) using guide words; (4) learning what a definition is and that a word may have multiple definitions; (5) using the pronunciation key; (6) understanding phonetic spelling; (7) learning what a syllable is; and (8) learning the abbreviations for parts of speech. The final activity involves the creation of a nonsense dictionary. The unit includes a form for evaluating the materials, detailed instructions for accomplishing the objectives, student activity sheets, and a sample nonsense dictionary. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (DC)

**ED 239 256** CS 208 033

*Clark, Christopher M. And Others*  
Understanding Writing in School: A Descriptive Study of Writing and Its Instruction in Two Classrooms. Executive Summary.  
Michigan State Univ., East Lansing. Inst. for Research on Teaching.  
Spans Agency—National Inst. of Education (ED), Washington, DC.  
Report No.—IRT-RS-104

Pub Date—Mar 82

Contract—400-81-0014

Note—31p.; For the study upon which this summary is based, see CS 208 034.

Available from—The Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 (\$2.75).

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Class Activities, Classroom Communication, \*Classroom Environment, Classroom Research, Elementary Education, Lesson Plans, Research Methodology, Teacher Attitudes, Teacher Role, \*Writing Exercises, \*Writing Instruction, Writing Skills

Identifiers—\*Naturalistic Studies

A naturalistic study investigated writing-related teacher planning and classroom activities in a combined second and third grade classroom and a sixth grade classroom. Data were collected from participant observation, teachers' reflections on classroom writing, and naturally occurring teacher and student writing samples. The study, which was based on the assumption that writing is a form of social interaction, produced a number of findings, including the following: (1) writing is a frequent part of classroom life; (2) its many forms and functions depend on classroom social contexts; (3) key classroom writing functions are writing to know oneself and others, to

occupy free time, to participate in the community, and to demonstrate academic achievement; (4) teachers focus more on developing occasions for writing than on presenting discrete lessons in writing skills; (5) writing occasions often involve skills integration both with the language arts and across subject areas; and (6) occasions for writing require a wide range of teacher planning skills. (MM)

ED 239 257 CS 208 034

Clark, Christopher M. And Others

**Understanding Writing in School: A Descriptive Study of Writing and Its Instruction in Two Classrooms.**

Michigan State Univ., East Lansing. Inst. for Research on Teaching.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—IRT-RS-104

Pub Date—Feb 82

Contract—400-81-0014

Grant—NIE-G-90840

Note—239p. For the Executive Summary, see CS 208 033.

Available from—The Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 (\$14.00).

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC10 Plus Postage.

Descriptors—Class Activities, Classroom Communication, Classroom Environment, Classroom Research, Elementary Education, Research Methodology, Student Teacher Relationship, \*Teacher Attitudes, \*Teacher Role, \*Writing Exercises, \*Writing Instruction, Writing Skills

Identifiers—\*Naturalistic Studies

Concerned with the interaction between teacher writing values and classroom writing instruction, this report describes a naturalistic study of writing-related activities and teacher attitudes in a combined second and third grade classroom and a sixth grade classroom. It presents descriptions and analyses of seven occasions for writing that illustrate how teacher planning, prior experiences, conceptions of writing as a process, and beliefs about student abilities were reflected in the teaching of writing. The report also suggests the varied writing functions evident in different writing occasions: writing to know oneself and others, writing to occupy free time, writing to participate in the community, and writing to demonstrate academic achievement. It identifies a number of issues as important challenges to writing instruction, including (1) developing a sense of audience, (2) using models, (3) instilling a sense of purpose in writing occasions, (4) setting expectations for writing performance, (5) evaluating students' writing, and (6) recognizing the classroom context as an influence on writing. The report closes with a discussion of the study's implications for teaching, curriculum development, and future research. Extensive appendices include a list of articles and workshops arising from the research, the videotape viewing session format, and samples of field notes, interview notes, teacher journal entries, and a videotape log. (MM)

ED 239 258 CS 208 043

Epex, Mary T. And Others

**Developing New Models of the COMP-LAB College Basic Writing Course for Other Settings. Final Report.**

City Univ. of New York, Jamaica, N.Y. York Coll.; City Univ. of New York Research Foundation, N.Y.

Spons Agency—EXXON Education Foundation, New York, N.Y.; Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

Pub Date—Nov 83

Note—24p. For related documents, see ED 194 908-909.

Pub Type—Reports—Evaluative (142)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Adults, Higher Education, High School Students, \*Independent Study, \*Inservice Education, Models, \*Program Effectiveness, Secondary Education, Staff Development, Student Motivation, \*Writing Difficulties, Writing Improvement, \*Writing Instruction, Writing Skills

Identifiers—\*Writing Laboratories, \*Writing Projects

A course designed for college students with severe writing problems, especially those stemming from nonstandard speech patterns, was adapted to a variety of noncollege settings: two high schools, a labor union, a manpower training program, and the staff

education department of a psychiatric hospital. Each setting attempted to integrate classroom instruction in rhetoric and syntax with laboratory autotutorial work on standard written English. Success was limited at the union sites by participants' lack of motivation to improve their writing skills, at the high school sites by students' lack of motivation and difficulty in managing self-instruction, and at the manpower site by administrative instability. A successful continuing adaptation model, however, was established among the highly motivated workers at the psychiatric hospital. An evaluation of project results indicates that adapted models of the course would succeed in efficiently operated social service agencies and in stable job training programs committed to developing literacy skills. Any model designed for learners of high school age and younger, however, would require an in-depth revision of materials and procedures and a reorganization of the curriculum. (MM)

ED 239 259 CS 208 058

Nolan, Timothy Green, Marc

**Analysis of the Technical Writing Profession through the DACUM Process.**

Pub Date—Oct 83

Note—10p. Paper presented at the Annual Meeting of the Ohio Valley Business and Technical Writing Teachers' Roundtable (Oxford, OH, October 9-10, 1983).

Pub Type—Reports—Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Competence, Competency Based Education, \*Curriculum Development, \*Education Work Relationship, Higher Education, \*Job Analysis, \*Job Skills, \*Occupational Information, Teaching Methods, \*Technical Writing, Writing Skills

To help develop a curriculum program for technical writers, Cincinnati Technical College used the Developing a Curriculum (DACUM) method to produce a technical writing skills profile. DACUM develops an occupation analysis through a modified brainstorming process by a panel of expert workers under the direction of a qualified coordinator. This culminates in a graphic chart of the skills that workers must display to demonstrate competence. During a two-day workshop, the DACUM panel at Cincinnati Technical College identified 13 general areas of competency with 130 individual tasks. The first two areas of competency dealt with basic entry level skills: the ability to demonstrate technical expertise or aptitude and writing proficiency. The remaining 11 competencies included (1) planning the project, (2) coordinating the project, (3) researching the project, (4) organizing the information, (5) writing the project copy, (6) planning the illustrations, (7) conducting the project review, (8) producing the document, (9) performing administrative functions, (10) continuing professional growth, and (11) training and supervising employees. In addition to these competencies, the DACUM process generated three possible instructional methods for training the technical writer/editor: case study, role play/simulation, and internship. (HOD)

ED 239 260 CS 208 070

Stotsky, Sandra

**Imagination, Writing, and the Integration of Knowledge.**

Pub Date—Oct 83

Note—45p. Revised version of a paper presented at the Annual Meeting of the New England Association of Teachers of English (Bedford, NH, October 1983). Writing samples may be marginally legible.

Pub Type—Guides—Classroom—Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Assignments, \*Content Area Writing, \*Creative Writing, \*Critical Thinking, Elementary Secondary Education, \*Imagination, Teaching Methods, \*Writing Exercises, Writing Instruction

Identifiers—Audience Awareness, \*Voice (Rhetoric)

Effective informational writing assignments show students that creativity and imagination are essential to the generation of new ideas in all content areas. A collection of these assignments has been arranged into five categories of increasing complexity based on the following criteria: whether the point of view is assigned as self-selected; whether the imagined audience for the text is informal or formal; whether the imagined point of view is that of a real

or anonymous historical person; whether students are asked to assume one or more than one point of view; and whether students are asked to reorganize information in a new way. These assignments encourage an integration of facts and ideas from various perspectives, give students the opportunity to write for different purposes and audiences in the content areas, permit historical and scientific information to be presented in a non-expository form, and encourage students to think about the feelings and attitudes of others. (Numerous samples of student writing are included.) (MM)

ED 239 261 CS 208 071

Smith, Eugene

**Student Writing in the Foreground of a Literature Class.**

Pub Date—Nov 83

Note—14p. Paper presented at the Annual Meeting of the National Council of Teachers of English (73rd, Denver, CO, November 18-23, 1983).

Pub Type—Speeches/Meeting Papers (150) — Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Class Activities, Classroom Environment, \*College English, \*Group Discussion, Higher Education, Integrated Activities, \*Literature Appreciation, Motivation Techniques, \*Peer Evaluation, Reader Response, \*Student Participation, Teaching Methods, Writing Evaluation, \*Writing Exercises, Writing Improvement

Student writing can be used in literature classes as a motivational and learning tool. Through careful planning, writing activities can (1) demonstrate that student ideas on literature will be considered seriously, (2) integrate students' literary opinions with those of the instructor and established critics, (3) improve student writing skills, (4) develop a class atmosphere of definite cooperation, and (5) establish criteria and procedures for evaluation of student work that relate to student performance. One plan for incorporating writing into literature classes includes dividing students into groups of six, with one student contributing a written response to a literary work each week. On a designated day, the small groups listen to the instructor for extensive comments. Certain essays may be used as large group discussion starters of literary works. In addition to increasing participation in group discussion, this method intensifies student engagement with literature. Final examinations in classes using this procedure tend to produce thoughtful, lively responses to literary works. (Questions for reader-based feedback and essay evaluation forms are appended.) (MM)

ED 239 262 CS 208 074

Baum, Joan

**Computers in the English Class, with Particular Attention to the City University of New York. Research Monograph Series Report No. 6.**

City Univ. of New York, N.Y. Office of Academic Affairs.

Pub Date—Oct 83

Note—80p.

Available from—Instructional Resource Center, Office of Academic Affairs, The City University of New York, 535 East 80th St., New York, NY 10021 (\$2.00).

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—\*Computer Assisted Instruction, \*Computer Programs, Computers, Critical Thinking, Educational Trends, \*English Instruction, Grammar, Higher Education, Literary Criticism, Literature Appreciation, Poetry, Prewriting, \*Program Evaluation, Resource Materials, \*Teacher Role, Word Processing, \*Writing Instruction, Writing Processes, Writing Skills

Identifiers—City University of New York, Proofreading

Intended as a resource for incorporating computer assisted instruction into existing English curricula, this guide reviews current work with computers in grammar, writing, and literature. Divided into 10 sections, the guide first presents a statement of purpose and then provides an overview of the relationship between English and computers. Section three discusses the advantages and disadvantages of grammar and mechanics programs and evaluates programs developing basic writing skills. After section 4 reviews prewriting and word processing programs, section 5 discusses the use of CAI to develop critical thinking, journalistic writing, editing, and proofreading skills. Section 6 evaluates the claims and successes of poetry-generating programs, while

section 7 describes the varied uses of computers in literary research, such as word processing, compiling bibliographies, and performing stylistic analyses. The guide concludes with suggestions for the English teacher's role in developing CAI programs in English. The guide also contains a glossary of computer terms and a list of human resources and printed materials on computers and English. (MM)

**ED 239 263** CS 208 075  
**Proceedings: International Technical Communication Conference (30th, St. Louis, Missouri, May 1-4, 1983).**  
 Society for Technical Communication, Washington, D.C.  
 Report No.—ISBN-0-914548-39-5  
 Pub Date—83  
 Note—485p.; For related documents, see CS 208 076-101.

Available from—Society for Technical Communication, 815 15th St., N.W., Suite 506, Washington, DC 20005 (\$25.00 member, \$45.00 non-member); Univelt, Inc., P.O. Box 28130, San Diego, CA 92128 (write for price).

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141) — Opinion Papers (120)

**EDRS Price - MF02/PC20 Plus Postage.**

**Descriptors—Business, \*Computers, Editing, \*Education Work Relationship, Graphic Arts, Higher Education, Information Dissemination, Inplant Programs, Inservice Education, \*Layout (Publications), Newsletters, \*Organizational Communication, \*Production Techniques, Program Content, Program Development, Programming, Publications, \*Technical Writing, Training Methods, Word Processing, Writing Instruction, Writing Skills**

**Identifiers—\*Technical Communication**  
 Prepared by representatives of government, business, industry, and education, the papers in this compilation deal with a variety of aspects of technical communication. The approximately 150 papers are arranged according to the following categories: advanced technology applications, graphics and production, management and professional development, research education and training, and writing and editing. Specific topics covered in the papers include the following: (1) taking the mystery out of computers; (2) how to write a great user's manual; (3) computerized reading analysis; (4) automating the writing process; (5) tailor made retrieval systems; (6) the importance of the designer in the process of developing technical documentation; (7) the information film; (8) photography and the publication process; (9) recruiting and hiring technical writers and editors; (10) design, development, and implementation of a total quality control system; (11) stress management for technical communication; (12) the relationship between academia and industry; (13) developing academic technical communication programs; (14) teaching technical students to communicate; (15) developing student job hunting skills; (16) technical writing as a career; and (17) interpersonal relationships for writers and editors. (FL)

**ED 239 264** CS 208 076  
**Nelson, Charles W.**  
**Emphasizing Professionalism: Approaches in Business and Technical Writing.**  
 Pub Date—83  
 Note—2p.  
 Available from—Not available separately; see CS 208 075.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**Document Not Available from EDRS.**

**Descriptors—Business, \*Business Communication, \*Communication Skills, \*Education Work Relationship, Higher Education, Interviews, Job Skills, Professional Development, Professional Training, Questioning Techniques, \*Speech Skills, \*Student Attitudes, \*Technical Writing, Verbal Communication, Writing Skills**

**Identifiers—Technical Communication**

A communication project in a technical writing course demonstrated the importance of communication skills in a profession as it developed the students' own speech and writing skills. After listing what they believed were the major problems in business communication, students compared their responses with instances submitted by local business people and prepared their own solutions to the problems. They then chose a local firm hiring graduates in their major field and arranged to interview a firm member on two topics: the place of business com-

munications in that firm and the skills students in that field should strive to achieve in college. Prior to their interviews, students received instruction in interviewing techniques, questionnaire writing, and note taking. Afterward, they created a coherent report of their findings. Results of this class project were quite positive. (MM)

**ED 239 265** CS 208 077  
**Barnum, Carol M.**  
**The Education of a Writer—The Evolution of a Document.**  
 Pub Date—83  
 Note—3p.  
 Available from—Not available separately; see CS 208 075.

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Learner (051)

**Document Not Available from EDRS.**

**Descriptors—Content Area Writing, Education Work Relationship, Higher Education, \*Improvement, Independent Study, \*Job Skills, Job Training, Prewriting, Research Skills, \*Task Analysis, \*Technical Writing, Writing Instruction, \*Writing Processes**

Technical writing teachers and their students generally have a good grasp of grammar, mechanics, organization, and specific approaches to report writing for different situations. What they may lack is a procedure for educating themselves on technical subject matter. The following procedures can help without a special on-the-job training program: (1) read company reports and materials from the public relations and sales offices to get an idea of the style and jargon; (2) understand the audience and the information that audience will need; (3) seek out experts in the subject area for advice or information; (4) ask for demonstrations of relevant equipment, machines, or processes; (5) try a first draft or outline; (6) research general information on the subject area at the local university or company inhouse library; and (7) have experts or supervisors review and comment on the first draft. A technical writing position might also involve editing publications for consistency, developing a glossary of company and subject matter jargon, or supervising production of publications in progress. Technical writing students and instructors who plan to become technical writers will be better placed and enjoy their jobs more if they understand what is involved in the job and the best way to educate themselves for the task. (HTH)

**ED 239 266** CS 208 078  
**Flemer, Julian E.**  
**Training Techniques to Be Better Communicators.**  
 Pub Date—83  
 Note—4p.  
 Available from—Not available separately; see CS 208 075.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**Document Not Available from EDRS.**

**Descriptors—Adults, \*Audience Analysis, Career Development, \*Communication Skills, \*Education Work Relationship, \*Inplant Programs, Inservice Education, Job Skills, Motivation Techniques, Nurses, Paraprofessional Personnel, Teaching Methods, \*Technical Writing, Writing Improvement, \*Writing Instruction, Writing Skills**

Two in-house communication training seminars—the first a two-hour seminar for transmission technicians and the second a six-week course for nurses and hospital technicians—were held to improve technical communication. In the first, service technicians were helped to analyze their audience—their manager and company engineers—as a motivation technique in improving the grammar, spelling, and clarity of their reports. In the second, nurses and hospital technicians were instructed in selecting and presenting information for medical reports. Analysis of the seminars suggested that technical communication training is most effective if discussion of grammar is limited to specific job needs, in-class work is stressed, and analysis of audience and writing purpose is related directly to work requirements. (MM)

**ED 239 267** CS 208 079  
**Loeb, Helen M.**  
**Teaching Writing for the Computer Industry.**  
 Pub Date—83  
 Note—3p.  
 Available from—Not available separately; see CS 208 075.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**Document Not Available from EDRS.**

**Descriptors—Audience Analysis, \*Computer Programs, Course Content, Course Descriptions, Educational Innovation, \*Education Work Relationship, Higher Education, Layout (Publications), Production Techniques, \*Programming, Student Needs, \*Technical Writing, \*Writing Instruction, Writing Skills**

"Writing for the Computer Industry" is a two-quarter course that addresses the needs of English majors interested in careers as technical writers, graduate level students retraining for second careers as software technical writers, and computer science majors. Course work includes (1) analyzing audiences for computer documents and identifying existing materials; (2) discussing criteria used to evaluate layout, graphics, color, and other mechanical elements of documents; (3) editing existing documents and writing new information; (4) laying out a page to include graphics, heading levels, and lists; (5) testing documents; and (6) revising and preparing final drafts. (MM)

**ED 239 268** CS 208 080  
**Radish, Janice D. Battison, Robin M.**  
**A Document Design Model Applying Research to Technical Writing.**

Pub Date—83

Note—3p.

Available from—Not available separately; see CS 208 075.

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

**Document Not Available from EDRS.**

**Descriptors—Adults, Audience Analysis, \*Models, Prewriting, Program Content, Revision (Written Composition), Technical Writing, Workshops, Writing Evaluation, Writing Improvement, \*Writing Instruction, \*Writing Processes, \*Writing Skills**

**Identifiers—Document Design Center DC, Theory Practice Relationship, \*Writing Workshops**

Intended as an introduction to an interactive writing workshop, this paper presents a general description of the Document Design Center's writing model to be used by workshop participants. Suggesting that the model is an aid in analyzing and revising writing, in developing new documents, and in applying writing research to practical writing tasks, the paper lists the three stages in the writing process model: prewriting, writing, and postwriting. It then notes the questions on scope, purpose, audience, reader's task, and constraints that writers must deal with during the prewriting stage, and offers a brief example of headlining, one of the skills developed during the writing stage. Finally, it describes the steps in the postwriting stage: reviewing, revising, editing, and evaluating. (MM)

**ED 239 269** CS 208 081  
**Gifford, James A.**  
**Individualized Report Assignments via Computer.**  
 Pub Date—83

Note—3p.

Available from—Not available separately; see CS 208 075.

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

**Document Not Available from EDRS.**

**Descriptors—\*Assignments, \*Computer Assisted Instruction, \*Computer Programs, Course Content, \*Education Work Relationship, Higher Education, \*Individualized Instruction, Teaching Methods, Technical Writing, \*Writing Instruction**

**Identifiers—Technical Communication**

In order to provide technical communication students with individual projects that reflect real "world of work" conditions and that permit all students, regardless of their level of technical sophistication, to obtain the necessary report data, computer software has been developed offering three alternative projects for a report writing assignment. After deciding upon problems involving either a forest management, a library acquisitions and facilities expansion, or a municipal bonding feasibility scenario, students question the computer and evaluate the information generated. Student evaluations of the procedure have been generally favorable. (MM)

**ED 239 270** CS 208 082  
**Larsen, Richard**  
**External Evaluation of Student Projects in Indus-**



## try and Academia.

Pub Date—83

Note—2p.

Available from—Not available separately; see CS 208 075.

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)—Opinion Papers (120)  
Document Not Available from EDRS.Descriptors—Adults, \*Business, Case Studies, College Students, Communication Skills, Computer Science, \*Content Area Writing, Cooperation, \*Education Work Relationship, Higher Education, \*Interdisciplinary Approach, \*Technical Writing, Writing Improvement, \*Writing Instruction, Writing Research, Writing Skills  
Identifiers—Technical Communication

Two case histories, one in a business and one in an academic setting, demonstrated the potential for an interdisciplinary approach in teaching technical communication. Cooperation between a writer with little understanding of computer software and technicians lacking sophisticated writing skills resulted in concise, effective, and easy to understand sales literature. Similarly, guidance from both communication instructors and content area teachers helped college students produce technically advanced, effectively written, reports. (MM)

ED 239 271 CS 208 083

Feinberg, Susan

The Technical Writer's Use of Visual Forms.

Pub Date—83

Note—2p.

Available from—Not available separately; see CS 208 075.

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

Document Not Available from EDRS.

Descriptors—Coherence, Higher Education, Teaching Methods, \*Technical Writing, \*Visual Aids, Writing Evaluation, Writing Improvement, \*Writing Instruction, Writing Processes, \*Writing Research, Writing Skills

To determine if using visual patterns can help technically oriented people create coherent papers, 97 students enrolled in a beginning composition class were given five hours of instruction in the use of the "hub and spokes" (central idea supported by examples), "S-curve" (pro-con), and pyramid (inductive or deductive) formats. Holistic evaluations of essays written at the beginning and end of the instructional unit revealed improved coherence and organization in the final writing samples. Evaluation also indicated a student preference for the "hub and spokes" and "S-curve" patterns over the pyramid. (MM)

ED 239 272 CS 208 084

Clemson, Frankie

Teaching Effective Interviewing Techniques.

Pub Date—83

Note—2p.

Available from—Not available separately; see CS 208 075.

Pub Type—Speeches/Meeting Papers (150)—Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—College Students, \*Communication Skills, \*Education Work Relationship, \*Employment Interviews, Higher Education, \*Interpersonal Communication, Interpersonal Competence, Job Applicants, Nonverbal Communication, Teaching Methods

Through careful preparation and followup, students can insure successful job interviews. If they evaluate their own skills and expectations and assess employer characteristics before interviews, they can increase their credibility with interviewers and make more effective job decisions. If they anticipate irrelevant or illegal questions on such topics as marriage plans or spouse's employment they can create a more professional image by carrying an extra copy of their resume and supplementing the resume with samples of relevant research or hobbies. Through effective use of nonverbal communication skills they can indicate interest in the interview and confidence in their own ability. Students can leave a favorable impression both by knowing how to bring an interview to a successful conclusion and by following the session with a letter restating their interest. (MM)

ED 239 273 CS 208 085

Quinn, Helen

The Development of an Interviewing Course.

Pub Date—83

Note—4p.

Available from—Not available separately; see CS 208 075.

Pub Type—Speeches/Meeting Papers (150)—Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—\*Communication Skills, Course Content, Course Objectives, \*Education Work Relationship, Employment Interviews, Higher Education, \*Interpersonal Communication, \*Interviews, Job Skills, Reading Material Selection, Student Needs, Technical Writing  
Identifiers—Technical Communication

A communication course dealing specifically with interviewing theory was designed to meet the needs of technically oriented university students. Several communication theory, interviewing, and interpersonal communication texts were chosen. Additional library searches on interviewing in the areas of vocational rehabilitation, home economics education, industrial education, and industrial technology failed to produce much helpful material. Course objectives included helping students (1) understand basic interpersonal communication theory, (2) understand the common types of interviewing used in the workplace, (3) use these interviewing types upon graduation, (4) appreciate the need for interviewing strategies in the work place, (5) be ready to participate in an employment interview, and (6) write a professionally correct resume. (A course syllabus is included.) (MM)

ED 239 274 CS 208 086

Ramsey, Richard David

Audience Reactions to Two Visual Formats.

Pub Date—83

Note—4p.; Not available separately; see CS 208 075.

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors—Business Administration Education, Higher Education, \*Layout (Publications), \*Reader Response, \*Reading Research, \*Student Attitudes, \*Textbook Evaluation, Textbook Research, Textbooks

One hundred undergraduate business students completed a questionnaire designed to determine their reactions to a traditional and a "flashier" textbook format. Before completing the questionnaire, subjects spent several minutes examining two business textbooks—one an older textbook with black ink on white paper, narrow margins, and few illustrations; the other a more recent publication with more color, white space, pictures, and cartoons. Responses to 10 questions indicated that students reacted more favorably to the "flashier" format of the newer book while they regarded the older traditional textbook as being more scholarly. (HTH)

ED 239 275 CS 208 087

Mann, James A.

The Engineer/Writer Team Approach in Preparing a Technical Paper.

Pub Date—83

Note—3p.

Available from—Not available separately; see CS 208 075.

Pub Type—Reports - Descriptive (141)—Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors—\*Cooperation, \*Engineers, Interpersonal Communication, Interprofessional Relationship, Participative Decision Making, \*Research Reports, \*Teamwork, \*Technical Writing, \*Writing Processes

An engineer/writer team approach to technical writing produces high quality papers intelligible to nonspecialists as it significantly reduces the amount of time the engineer must spend writing. The first step is transferring information from engineer to writer. A detailed outline is the most common form of initial input and can be presented to the writer before or during a preliminary meeting. The writer should have two main objectives for this meeting: to determine the paper's main point and to obtain enough background information to understand the subject. In composing the paper's first draft, the writer organizes the information, occasionally consulting the engineer on the outline or on the material's arrangement. At a second more extensive meeting, the writer determines the audience's frame of reference and asks further pertinent questions. The writer may also show the draft to the engineer for comments. The writer then prepares a second, relatively complete draft and gives it to the engineer

for further changes and additions. Finally, the paper goes through a management review cycle, after which either the writer or the engineer makes final adjustments. (HTH)

ED 239 276 CS 208 088

Struck, Larry

Subdividing Text: Headings, Content and Communication.

Pub Date—83

Note—3p.

Available from—Not available separately; see CS 208 075.

Pub Type—Speeches/Meeting Papers (150)—Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—Content Area Writing, \*Editing, Mass Media, \*Organization, \*Reader Response, Reading Materials, \*Technical Writing, Writing Instruction, \*Writing Processes, Writing Skills  
Identifiers—\*Headings, \*Reader Text Relationship, Theory Practice Relationship

Text headings can be used to structural and expressive advantage in technical material, increasing textual coherence and encouraging reader/text response. The five general types of headings are differentiated by their functions: (1) descriptive headings refer to the most prominent feature of a text section; (2) reflective headings provide identification or author commentary; (3) narrative headings mark the progress of the subject and may tell its story in condensed form; (4) rhetorical headings generally present an allusion or veiled argument; and (5) absent/implied headings refer to texts either without headings or minimally subdivided. Computer software and other more traditional media may also be improved through more effective division of the whole into parts. (MM)

ED 239 277 CS 208 089

Santa, Terry M. Dalla

Managing the Editing Function on Large Publication Tasks with Short Flow Times.

Pub Date—83

Note—4p.

Available from—Not available separately; see CS 208 075.

Pub Type—Speeches/Meeting Papers (150)—Guides - General (050)

Document Not Available from EDRS.

Descriptors—\*Business, Cooperation, \*Editing, Organizational Communication, Problems, Production Techniques, \*Publications, \*Teamwork, \*Technical Writing, \*Time

Large publication tasks with short flow times require that several editors be assigned to work together as part of a larger publication team that includes management, engineer-writers, publishing logistics personnel, word processor operators, illustrators, and printers. Team-edited publications have special problems, and the technical editing and writing staff at Boeing Aerospace Company has devised a set of formalized procedures for handling the problems that arise in the preparing of new-business proposal documents, contract reports, and many other technical documents. The procedures include (1) establishing editing standards, (2) having complete and realistic schedules, (3) preparing concise and complete written instructions, (4) creating manageable work packages, (5) having continuous job-status visibility, (6) using good quality-assurance disciplines, and (7) establishing esprit de corps. The job can be completed without such formalized procedures, but the process will be more traumatic and more expensive, and the published documents are more likely to be disorganized, incomplete, and inconsistent. (Author/FL)

ED 239 278 CS 208 090

Sims, R. L.

Dialogue: The Key to Professionalism in Technical Communication.

Pub Date—83

Note—3p.

Available from—Not available separately; see CS 208 075.

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)—Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—\*Authors, \*Cooperation, \*Editing, Interpersonal Communication, Interpersonal Relationship, \*Interprofessional Relationship, Participative Decision Making, Professional Development, Research Reports, \*Technical Writing, Writing for Publication

**Identifiers—\*Editors, \*Technical Communication**

The key to producing professional quality documents is the dialogue between writers and editors. Such a dialogue should include six major components: genuineness, accurate empathetic understanding, unconditional positive regard, presentness, a spirit of mutual equality, and a supportive psychological climate. Such an atmosphere was created at one research laboratory by an editor who made every editorial change open to discussion with the writer. After reviewing the document alone, the editor met with the author. Together they worked their way through the manuscript, spending as much or as little time on each item as the writer preferred. In this way the editor learned which aspects of the editing concerned each author and the authors learned which items the editor consistently changed and so adjusted their manuscripts accordingly. The editor also learned to distinguish between changes that were necessary and those based on personal preference. Such an experience illustrates the mutual respect found in dialogic relationships. (HOD)

**ED 239 279** CS 208 091

Euler, James S.  
The Voice of the Technical Writer.  
Pub Date—83  
Note—4p.

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—Communication Skills, Job Skills, Professional Development, \*Technical Writing, Writing Processes, \*Writing Skills

Identifiers—\*Audience Awareness, Author Text Relationship, Persona, Technical Communication, \*Voice (Rhetoric)

The author's voice is implicit in all writing, even technical writing. It is the expression of the writer's attitude toward audience, subject matter, and self. Effective use of voice is made possible by recognizing the three roles of the technical writer: transmitter, translator, and author. As a transmitter, the writer must consciously apply an appropriate voice, a voice in which the message is not overshadowed by the author's presence. As a translator, the writer must reflect empathic understanding of the audience's needs. In some cases, the writer acts as an author, making his or her voice as important as the information communicated. While perhaps not assuming all three roles, a technical writer can communicate more effectively by recognizing the importance of voice in writing. (MM)

**ED 239 280** CS 208 092

Hawes, Clinton Wetmore, Barbara  
Selecting a Business Writing Career.  
Pub Date—83  
Note—3p.

Available from—Not available separately; see CS 208 075.

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—Audience Analysis, \*Business Communication, \*Career Choice, \*Comparative Analysis, Employment Opportunities, \*Job Analysis, Job Skills, Occupational Information, \*Technical Writing

The business world now offers careers for writers in internal/external communications and technical documentation. Although some people work in both areas, most writers will choose one or the other, depending upon their backgrounds, skills, and interests. Technical writers may write detailed instructions for installing, assembling, testing, operating, or repairing a product; the communication writer's products are shorter, and usually include brochures, press releases, or stories for company newspapers. The technical writer writes for audiences with a high level of technical knowledge in a specialized field and must be concerned with the reader's comprehension. Communications writers, on the other hand, usually write for people with varied backgrounds and education from both inside and outside the company, and must be sensitive to audience reaction. The "how to" style of the technical writer and the more creative style of the communications writer reflect their different end products and audiences. The technical writer's job begins long before anything goes on paper, while the communications writer may have several short jobs going at the same time. Both types must be accurate, but the technical writer must check and recheck minute details. Opportunities exist in both areas, but technical writing

may offer more room for advancement. Communications writers, however, are more likely to receive recognition for their efforts. (HTH)

**ED 239 281** CS 208 093

Mazzantia, Ernest

A Profile of In-House Teachers of Technical Communication.

Pub Date—83

Note—4p.

Available from—Not available separately; see CS 208 075.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors—Business, \*Course Content, Educational Research, Inservice Education, \*Occupational Surveys, Professional Training, Skill Development, \*Teacher Characteristics, \*Teachers, Teaching Methods, \*Technical Writing, \*Training Methods, Writing Skills

Identifiers—Technical Communication

To develop a profile of in-house, company teachers of technical communication, a six-page questionnaire was administered to technical writing teachers. Of the 52 respondents, 24 offered both formal inhouse courses and informal training while 22 conducted only formal courses. Titles, course outlines, and other survey comments revealed that many organizations tailored entire courses—rather than individual seminars—to their main businesses. Most respondents said that courses were aimed primarily at scientists, engineers, or managers of such professionals and dealt with a variety of topics, among them efficient writing, grammar problems, style, technical content, editing, strategies for giving feedback to writers, graphics, audience analysis, readability, proposals, and grantsmanship. Three primary teaching methods were used: lecture, in-class writing or other classroom exercises, and group discussion and analysis of writing samples. Sixty-five percent of the respondents said their courses were conducted during working hours—and only during those hours. Almost half said that executive management gave strong support to their programs and an almost equally large segment reported moderate backing. More than a few of the respondents had extensive experience in both teaching and writing. And most inhouse teachers said they continued to increase their proficiency in both formal and informal ways. (HOD)

**ED 239 282** CS 208 094

Keedy, Hugh F.

Are Academia and Industry Thinking Alike: Does the Right Hand Know What the Left Hand Is Doing?

Pub Date—83

Note—4p.

Available from—Not available separately; see CS 208 075.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors—\*Cooperative Education, Cooperative Planning, Educational Needs, \*Education Work Relationship, Faculty Development, Higher Education, \*Industry, Job Skills, Occupational Information, Program Development, \*Relevance (Education), \*School Business Relationship, \*Technical Writing, Writing Difficulties

Many companies feel that the communication skills of newly graduated employees are inadequate. As a result, they try to improve employee communication skills by either encouraging extension type courses, establishing inhouse instruction, or retraining consultants to give individual tutoring or group workshops. While each of these approaches is effective to a point, none is a cure-all. Though well aware that graduates should be useful to employers, academia is often hindered in its efforts to improve student communication skills. Academia and industry can help each other reduce communication problems, however, with (1) summer work opportunities in which faculty learn of company needs while helping employees improve their writing, (2) more technical communication texts with examples of actual business communication situations, (3) instructional modules on teaching writing to technical students, (4) industry initiatives providing students with opportunities to develop or revise documents, (5) faculty development programs on helping students "learn how to cope", and (6) consortia of industrial firms and academic institutions to identify the firms' communication needs and determine how they can

be met, through education or training avenues. (HOD)

**ED 239 283** CS 208 095

Jack, Judith

Teaching Technical Editing: A Structured Approach.

Pub Date—83

Note—2p.

Available from—Not available separately; see CS 208 075.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors—Content Area Writing, \*Course Content, Course Descriptions, \*Editing, Education Work Relationship, Higher Education, Job Skills, Job Training, \*Teaching Methods, \*Technical Writing, Writing Instruction, Writing Skills

Both teaching technical editing skills in a logical sequence from introductory through intermediate and advanced levels, and helping students learn how to offer creative help to authors call for a structured approach to the editing course. Editing students should already have a firm knowledge of spelling, punctuation, and grammar, as well as writing competence. The course is divided into four major segments—copy editing, content editing, development editing, and science interpretation—and is paced to equalize the work and gradually build students' skills. Copies of relevant articles, summaries of lecture materials, and guest lecturers provide sources for editing work. "Words Into Type" is also a useful reference for the course. Two kinds of homework and classwork help students develop editing proficiency: short practice exercises concentrating on specific editorial processes and technical editing of manuscripts from different scientific and engineering disciplines. This same course structure can serve equally well for company training programs and in-house workshops. (HTH)

**ED 239 284** CS 208 096

Cathcart, Margaret E.

Training the Technical Editor.

Pub Date—83

Note—3p.

Available from—Not available separately; see CS 208 075.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors—Course Content, Course Descriptions, \*Editing, Industrial Training, \*Inplant Programs, \*Inservice Education, Production Techniques, \*Publications, Skill Development, Staff Development, \*Technical Writing, \*Training Methods, Writing Skills

The demand for skilled technical editors is growing as society places increasing emphasis on receiving accurate, concise, and complete technical data. Since many organizations do not have inhouse programs for training technical editors, a need exists to provide inexperienced people with basic editing skills. One organization has developed two classes to meet this need. The first class, "Introduction to Technical Editing," is designed to provide an understanding of the publication process and basic editing skills. Editing skills are approached from a pyramid process: exercises and lectures move from simple concepts, such as shortening phrases and sentences and rewriting sentences for syntactical purposes, to more complex concepts, such as rewriting paragraphs and short articles. The student is also exposed to the requirements and uses of graphic and tabular material and to the editor's responsibilities to the writer, audience, and management. The second class, "Advanced Technical Writing," is designed to provide advanced editing skills. It emphasizes the various types of editing and their appropriate uses, but also offers sessions on paragraphing techniques, language usage, and the preparation of abstracts, summaries, and titles. Other topics covered in the course include the editor-writer relationship, the publication process, and publication management. (Author/FL)

**ED 239 285** CS 208 097

Barkman, Patricia R.

An Overview of Clarkson's Technical Communications Program.

Pub Date—83

Note—2p.

Available from—Not available separately; see CS 208 075.

Pub Type—Reports - Descriptive (141) —

## Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors—\*Career Education, Career Planning, \*College Programs, Communication Skills, \*Education Work Relationship, Higher Education, \*Interdisciplinary Approach, \*Program Content, Program Descriptions, \*Technical Writing

Identifiers—Clarkson College of Technology NY, Technical Communication

The technical communications program at Clarkson College (New York) offers students 23 courses in subjects ranging from interpersonal behavior to engineering and scientific report writing to computer documentation and the development of technical manuals. With the help of an advisor, each student works out a course of study appropriate to his or her career goals. The courses focus on skills in research, public speaking, graphic design and audiovisual material, listening, and, especially, writing and editing. In addition to the technical communication courses, each major chooses a professional concentration such as industrial engineering, physics, math, accounting, economics, or finance. Students may also elect to do independent study or gain work experience through a senior internship. They are also helped to prepare for the job market through a career services office. The technical communications program at Clarkson presents students with many opportunities to develop a multifaceted career. (HOD)

ED 239 286

CS 208 098

Coggin, William O.

## Academic Technical Communication Programs:

## Meeting Changing Demands.

Pub Date—83

Note—3p.

Available from—Not available separately; see CS 208 075.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors—\*Communication Skills, \*Computers, Editing, \*Education Work Relationship, Graphic Arts, Higher Education, Professional Education, Research Needs, \*Student Needs, \*Technical Writing, \*Technology

Identifiers—\*Technical Communication

As changing and increasingly more specialized technologies take over many of the mechanical functions once performed by either technical communicators or users of material prepared by technical communicators, communicators are faced with greater and more complex responsibilities. For example, the advent of more sophisticated computer use in research, writing, editing, and production requires that the technical communicator be aware of and able to manage all stages of the communication processes. Academic technical communications programs must prepare students for these career demands by offering them a broader range of educational experiences than those associated with written communication and technical areas of interest. (Author/FL)

ED 239 287

CS 208 099

Bruckmann, Clive G.

## Communication Courses for Engineering Students.

Pub Date—83

Note—4p.

Available from—Not available separately; see CS 208 075.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors—Cooperation, \*Curriculum Development, Educational Research, Education Work Relationship, \*Engineering Education, Higher Education, Interdisciplinary Approach, \*Speech Communication, \*Speech Curriculum, Technical Education, \*Technical Writing

Identifiers—\*Technical Communication

Evidence from studies in South Africa and Britain indicates a lack of consensus on whether communication studies should be taught in the engineering curriculum, who should teach it, how or when it should be taught, and what should be taught. Those planning communication courses must understand both engineering rhetoric and professional and student needs. They must consider the type of organization required, the teaching methods used, the timing of the course, and the curriculum content. While no sure recipe for a successful course exists, those planning communications courses for engineering students need to remember that (1) technical communication is part of the wider discipline of

communication studies; (2) engineering communication is a rhetoric that has its own special situations, modes, media, and strategies; (3) many teachers have no basic training in the rhetoric of engineering; (4) communication is not a subject that can be taught effectively by lecturing to large groups; (5) group teaching with adequate provision for written and oral assignments is essential; (6) the students' stage of development will determine the skills that can be taught effectively; (7) course content should be relevant to needs; and (8) cooperation of the engineering faculty is essential. (HTH)

ED 239 288

CS 208 100

Buchanan-Davidson, Dorothy J. Kunz, Jeffrey

## Medicine and the Media: A Course in Communication Skills for Clinician-Executives.

Pub Date—83

Note—3p.

Available from—Not available separately; see CS 208 075.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors—Administrators, \*Allied Health Occupations, \*Communication Skills, Course Content, Graduate Study, \*Hospital Personnel, Interdisciplinary Approach, \*Mass Media, Organizational Communication, Verbal Communication, Written Language

Identifiers—\*Media Business Relationship, \*Media Use

The Administrative Medicine Program of the University of Wisconsin-Madison has developed a course entitled "Medicine and the Media" for clinician-executives and health care professionals who may assume administrative responsibilities. The course is designed to help students (1) understand the respective roles and demands of both the medical profession and the media, specifically how they interact, are similar, and differ; (2) learn the theories and techniques of oral and written communication for professional and consumer groups; and (3) develop confidence and skill in using diverse media to present their individual and organizational messages. Students are evaluated by means of an unhears videotape recording made during the first session of the class and a 90-second speech presented during the final class session. Each also writes and submits a manuscript intended for publication in a professional journal. In addition, several students use the opportunity to develop materials for their own hospitals or clinics. Instructors are using student evaluations of the course to make it better fit the needs of future students. (FL)

ED 239 289

CS 208 101

Milliner, Gladys W.

## Teaching the Technology of Technical Communication Transfer.

Pub Date—83

Note—3p.

Available from—Not available separately; see CS 208 075.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors—Communication Skills, \*Course Content, \*Course Objectives, Curriculum Development, \*Education Work Relationship, Higher Education, Job Skills, Labor Needs, \*Student Needs, \*Technical Writing

Identifiers—Southern University New Orleans LA, Technical Communication

The process of designing a program teaching technical and professional communication skills should begin with a definition of the problem. An analysis of community needs and student backgrounds and interests should be made to effectively tailor the course to students and their career fields. Such consideration was given to two technical communication courses being developed at Southern University in New Orleans. The introductory course in technical communication emphasizes improving grammar, developing technical communication strategies and formats, applying the formats to the students' particular fields, and polishing oral communication skills. An advanced course in applying the fundamentals to particular fields should emphasize problem solving and management, as well as using the most effective technical formats and visual aids, including technical reporting and proposal writing. The success of the introductory course and the recognized need for an advanced class demonstrates that the transfer of communication techniques is a necessity for both the primary student audience and

the secondary audience of the educational institution and the community. (HOD)

ED 239 290

CS 208 102

Suhor, Charles

## 1984 Report on Trends and Issues in English: A Summary of Reports from the NCTE Commissions.

Pub Date—84

Note—10p.

Pub Type—Reports - General (140) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Competency Based Teacher Education, Computer Assisted Instruction, \*Curriculum Development, Curriculum Evaluation, \*Educational Improvement, Educational Media, \*Educational Research, \*Educational Trends, Elementary Secondary Education, \*English Curriculum, Higher Education, \*Language Arts, Literature Appreciation, Reading Instruction, Teacher Associations, Teacher Education, Writing Instruction

Identifiers—Theory Practice Relationship

In 1984, the Commissions on Composition, Curriculum, Language, Literature, Media, and Reading of the National Council of Teachers of English presented reports on important educational trends and issues. The Commission on Language suggested that the move toward curriculum reform stemming from national reports on quality in education could have negative results. The Commission on Curriculum stressed the need for language arts curricula combining the best of current practice and theory, a stronger humanities background in elementary teacher education, a more balanced language arts curriculum at all levels, and careful monitoring of technology's impact on the curriculum. While identifying the inclusion of minorities in classroom materials and the emphasis on storytelling as literature as positive trends, the Commission on Literature noted a general decline in students' exposure to literature. The Commission on Reading discussed information dissemination, the current sociopolitical climate, the reading curriculum, and emerging theoretical issues, while the Commission on Composition focused on teacher preparation and teaching strategies in writing. Finally, the Commission on Media reported a modest renaissance of interest in media use in English but expressed concern over a number of problems, including the failure to integrate the media into the curriculum and the lack of media-related competencies in teacher certification. (MM)

ED 239 291

CS 208 105

Einsiedel, Edna

## Comparisons of Subscribers and Non-Subscribers.

An NRC Mining Company Report. American

Newspaper Publishers Association (ANPA)

News Research Report No. 39.

American Newspaper Publishers Association,

Washington, D.C.

Pub Date—27 Dec 83

Note—12p. Prepared by the NRC Mining Company, a project initiated as a coordinated effort of the ANAP News Research Center, the Newspaper Readership Council and the Newspaper Research Council.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Comparative Analysis, \*Demography, Family Influence, \*Media Research, National Norms, \*Newspapers, \*Sociocultural Patterns

Identifiers—\*Media Use, \*Subscribers (Newspapers)

Market data in 34 different markets around the country provided the background for a comparison of newspaper subscribers and nonsubscribers. Essentially the market reports provided information on what kinds of people subscribe to a newspaper and why. Among the findings are the following: (1) subscribers tend to be older, to have higher incomes, more education and white collar jobs, to own their own homes, and to have resided in the community for a longer time than nonsubscribers; (2) subscribers more frequently cite the newspaper as their primary source of news and tend to have more positive images of the newspaper; (3) subscribers have a stronger orientation to print media; (4) subscribers are more interested in almost every type of newspaper content; (5) part of the reason people subscribe to a newspaper lies in their interest and participation in politics; (6) both presence of a newspaper in the home as a child and use of newspaper in the class-



room are related to higher levels of subscribing as an adult; and (7) regular single copy buyers are more likely to cite delivery problems as a reason for not subscribing. (HOD)

ED 239 292 CS 208 106

White, Edward M. Polin, Linda G.  
Research in Effective Teaching of Writing, Phase I.  
Final Report. Volume I. Revised.

California State Univ. Foundation, Los Angeles.  
Spons Agency—National Inst. of Education (ED),  
Washington, DC.

Pub Date—May 83

Grant—NIE-G-81-0011

Note—248p; For a related document, see CS 208 107. Also prepared by a five member research team.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—College English, College Faculty, Educational Environment, Educational Objectives, Educational Practices, English Curriculum, English Departments, Evaluation Criteria, Higher Education, Program Effectiveness, Program Evaluation, Teacher Attitudes, Writing (Composition), Writing Instruction, Writing Research Identifiers—California State University, Writing Programs

To describe and evaluate current practices in college composition programs, a study was conducted of the 19 California State University campuses. English department chairs completed a short survey on courses, staffing, and special projects, and structured interviews were conducted with these chairs and various other program coordinators from a subsample of 10 campuses. All writing instructors inside and outside the English departments completed a detailed questionnaire about such features as instructional practices and campus climate. From the interview data, five broad categories emerged for comparing writing programs: program goals, program leadership, procedures and policies for remedial writing instruction, adjunct writing assistance, and upper-division writing requirements for graduation. The questionnaire data provided descriptive information about writing teachers and their attitudes, practices, and perceptions. The results indicated that few campuses had defined program goals or cohesive sequential curricula. The results also suggested that tenured faculty knew less about recent writing theory than did part time contract instructors, and that program coordinators' authority and power of persuasion over regular faculty were limited. (HTH)

ED 239 293 CS 208 107

White, Edward M. Polin, Linda G.  
Research in Effective Teaching of Writing, Phase I.  
Final Report. Volume II—Appendices. Revised.

California State Univ. Foundation, Los Angeles.  
Spons Agency—National Inst. of Education (ED),  
Washington, DC.

Pub Date—May 83

Grant—NIE-G-81-0011

Note—185p; For a related document, see CS 208 106. Also prepared by a five member research team. Several pages may not reproduce well due to small print.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—College Faculty, English Curriculum, Higher Education, Program Effectiveness, Program Evaluation, Questionnaires, Research Methodology, Surveys, Teacher Attitudes, Teaching Methods, Writing (Composition), Writing Instruction, Writing Research Identifiers—California State University, Writing Programs

Materials pertinent to a study that surveyed and interviewed writing faculty and staff of the 19 campuses of The California State University are assembled in this volume. Various sections of the volume contain (1) a faculty questionnaire, (2) a campus fact sheet, (3) interview protocols for department chair and program coordinators, (4) a taxonomy of writing program variables, and (5) tables of survey data. (HTH)

ED 239 294 CS 208 109

Ames, Steve And Others

"USA Today": Comparative Analysis with Two National and Two Los Angeles Daily Newspapers. Research Bulletin.

Pepperdine Univ., Malibu, Calif., Seaver Coll.

Pub Date—83

Note—50p; Pages 46-61 of the original document are copyrighted and therefore not available; they are not included in the pagination.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, Content Analysis, Editing, Editorials, Graphic Arts, Journalism, Layout (Publications), Media Research, Newspapers, News Reporting, Reader Response Identifiers—USA Today

Sections of the newspaper "USA Today" were compared with corresponding sections of four major newspapers—the "New York Times," the "Wall Street Journal," the "Los Angeles Herald Examiner," and the "Los Angeles Times"—to determine what editorial components made "USA Today" different and whether the paper would succeed. Judgment criteria included graphics and typography, advertising, editing, content relevance, sports, editorial pages, and reader reaction. A list of conclusions and recommendations for the "USA Today" editors was devised based on the analysis: (1) the front page is too crowded; (2) the technical reproduction aspect is outstanding; (3) one or two stories per issue should be covered in depth; (4) news receiving coverage should be significant; (5) the simple graphic strategies and the single approach to the opinion/editorial page is a strong asset and should be used as a selling point; (6) the use of bright, attractive colors and the extensive presentation of previews and statistics make the sports section a definite plus; (7) more coverage should be given to women's and less popular sports; (8) the "Life" section is low key and well-organized, appealing successfully to both sexes; (9) the paper's national circulation precludes entertainment listings, usually an important feature; and (10) the "Money" section needs the most improvement, including more in-depth reporting on world and national economic news, and strategic use of color. The study concluded that the paper needs an approach other than "news in a hurry for a nation in a hurry" if it is to succeed. (Appendixes contain correspondence and reference materials.) (HTH)

ED 239 295

CS 208 111

Small, Robert C.

No Dull Lexicon.

Pub Date—Oct 83

Note—43p; Paper presented at the Annual Fall Conference of the Virginia Association of Teachers of English (14th, Arlington, VA, October 7-9, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Class Activities, Dictionaries, Educational Innovation, Elementary Secondary Education, English Curriculum, English Instruction, Grammar, Language Usage, Lexicography, Linguistics, Program Improvement, Spelling, Teacher Effectiveness, Teaching Methods, Units of Study

Identifiers—Theory Practice Relationship

Despite claims to the contrary, the English language program has improved dramatically over the past 20 years. The traditional program's drill/memorization approach was ineffectual, incomplete, shallow, and uninteresting. Today, however, the study of language involves looking at all of its aspects, sounds, words, and symbols. Instead of throwing this progress away, language programs should continue to look at what linguists see as the eight dimensions of language: syntax, phonemics, graphemics, morphemics, semantics, history, lexicography, and dialectology. Language units should incorporate what is known about education and students in general with current understanding of the nature of language and language learning. Perhaps the best focus for this renewed study of English is the dictionary. A project to develop a class and individual student dictionaries not only teaches students how to use a dictionary effectively, but also shows them that dictionaries are human rather than arbitrary creations. A less comprehensive approach involves short units on such topics as dictionary organization, definitions, derivations, and literary allusions. Dictionary study can also include an investigation of different types of dictionaries, a look at word meanings, discussions of the relationship between denotation and connotation, a spelling reform project, and a new look at prefixes and suffixes. (MM)

ED 239 296

CS 208 113

Davis, James E., Ed. Davis, Hazel K., Ed.

Computers in Teaching English.

Ohio Univ., Athens. Dept. of English Language and Literature.; Southeastern Ohio Council of Teachers of English.

Pub Date—83

Note—150p; The Southeastern Ohio Council of Teachers of English is an affiliate of the National Council of Teachers of English and the Ohio Council of Teachers of English Language Arts.

Available from—FOCUS, Department of English Language and Literature, Ellis Hall, Ohio University, Athens, OH 45701 (\$7.50 for one year subscription (3 issues); make check payable to SOCTE).

Journal Cit—FOCUS: Teaching English Language Arts; v9 n3 Spr 1983

Pub Type—Guides - Classroom - Teacher (052) — Collected Works - Serials (022)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Computer Assisted Instruction, Computer Literacy, Computer Programs, Elementary Secondary Education, English Departments, English Instruction, Language Arts, Semiotics, Teacher Attitudes, Technical Writing, Word Processing, Writing Evaluation Identifiers—Invention (Rhetorical)

The 26 articles in this journal issue discuss the use of the computer in the English classroom. Among the topics and applications discussed are (1) computer assisted invention, (2) word processing, (3) overcoming computer anxiety, (4) using computers in technical writing classes, (5) grading student essays by computer, (6) the experiences of an English department in incorporating computers in its programs, (7) computer assistance in the semiotics of reading, (8) computer literacy, (9) English and language education coursework inventory, (10) using the computer in an elementary school language arts classroom, (11) creating instructional software, (12) resources on computer use in English instruction, (13) teacher attitudes toward the computer, (14) using the computer to individualize writing instruction for a physically disabled student, (15) basic computer terms and concepts, and (16) the use of the computer in administrative record keeping. (HOD)

ED 239 297

CS 208 114

Suhor, Charles

How to Draw a Poem: Concrete Poetry in the Classroom.

Pub Date—[75]

Note—11p; This document is a publication of the Louisiana Council of Teachers of English.

Journal Cit—Louisiana English Journal; v15 p43-51 Fall 1975

Pub Type—Reports - Descriptive (141) — Guides - Classroom - Teacher (052) — Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Activities, Creative Writing, Design, Elementary Secondary Education, Literary Criticism, Literature Appreciation, Poetry, Student Motivation, Student Writing Models, Writing Instruction

Identifiers—Concrete Poetry, Drawing

A review of over 1,000 student poems reveals the wide variety of forms taken by concrete poetry. Although not exhaustive, the list includes (1) figured verse, which uses poetry or poetic language to shape images; (2) letter/word images, created by the arrangement of letters of words in nonsense form; (3) letter/word compounds, in which words shaped as letters combine to create a larger word; (4) "Pommutations," formed by varying the arrangement of letters in a word or group of words; (5) "one-words," or single words with form modifications relating to the meaning of the word; and (6) combined forms of the concrete poems suggested above. Although the quality of student-created concrete poems is by no means uniformly high, students appear to enjoy reading and writing concrete poetry and gradually grow in critical analysis skills as they talk about the poems. Concrete poetry is one of the few genres in which even very young or alienated students can take pleasure in considering the formal aspects of a literary work. (Numerous examples of student concrete poems are included.) (MM)

ED 239 298

CS 208 116

Matthews, Dorothy, Ed.

The English Teacher and the Arts.

Illinois Association of Teachers of English, Urbana.

Pub Date—84

Note—55p; The Illinois Association of Teachers of English is an affiliate of the National Council of

Teachers of English.  
Available from—Illinois Association of Teachers of English, Executive Secretary, English Department, 608 South Wright St., Urbana, IL 61801 (\$3.00).

Journal Cit—Illinois English Bulletin; v71 n2 Win 1984

Pub Type—Collected Works - Serials (022) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adolescent Literature, Aesthetic Education, Art Activities, \*Class Activities, Cultural Enrichment, Drama, Elementary Secondary Education, \*English Instruction, Film Study, \*Fine Arts, Higher Education, \*Integrated Activities, Language Arts, Listening, \*Literature Appreciation, Rhetoric, Teaching Methods, \*Writing Instruction

Emphasizing an aesthetic approach to language arts, this focused journal issue brings together ideas for literature and writing instruction that capitalize upon opportunities provided by all the fine arts. In general, the articles describe how field trips to art museums and theaters, film showings, in-class use of slides and pictures, and teacher-directed improvisations can supplement and enrich the English class. Specifically, the eight articles discuss (1) the connection between art and English, (2) students and cultural enrichment, (3) art and the ancient epics, (4) painting and the art of rhetoric, (5) educational drama to enhance listening skills, (6) studying the film "Citizen Kane," (7) the frame-story device, and (8) 150 adolescent novels worth reading. (HTH)

ED 239 299 CS 208 118

Gerrard, Lisa  
Writing with Wyllbur: Teaching Freshman Composition with a Mainframe Computer.

Pub Date—Jun 83

Note—13p; For a related document, see ED 227 512.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Assisted Instruction, Computers, Educational Innovation, Higher Education, Problems, \*Revision (Written Composition), \*Student Attitudes, Teaching Methods, \*Writing Instruction, Writing Skills

Identifiers—\*Freshman Composition, \*Text Editing

During its two and one-half years of use, a computerized text editor has proven to be a helpful revision tool for a freshman composition course. Student feedback has helped to overcome initial problems with the system. A streamlined learner's guide, for example, that made formal training in using the computer unnecessary and increased student willingness to experiment with their writing, was created to replace an earlier, overly complex guide. A sequence of simple assignments demanding a progressively more complex computer vocabulary was found to keep students' attention focused on the writing rather than on mastering the computer. A number of problems, however, still remain, among them, restrictions on computer use imposed by the small number of terminals available to students and the high cost of operating them. Student reactions to revising on the text editor have been mixed: about half the students felt that it inhibited revision while the others believed it made revising easier. Most felt, however, that it was a helpful typing and proofreading aid. It has also been used successfully in helping students analyze their writing style and evaluate organization strategies. The large number of positive student reactions suggests that a more flexible system could become a powerful teaching aid. (MM)

ED 239 300 CS 208 121

Bellotti, Fred K. Bowman, Harry L.  
Comparative Assessment of College Student Performance in Developmental and Freshman English Courses.

Pub Date—Nov 83

Note—21p; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (12th, Nashville, TN, November 16-18, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, \*College English, College Students, Comparative Analysis, \*Course Evaluation, \*Developmental Programs, Educational Research, English Instruction,

\*Grades (Scholastic), Higher Education, Program Effectiveness, Program Evaluation, \*Student Needs, \*Writing Instruction, Writing Skills

Identifiers—\*Freshman Composition

To evaluate the effectiveness of a developmental composition course for students without adequate basic skills, a comparative analysis was conducted of the course grades of students (1) taking the developmental course, (2) repeating the developmental course, (3) taking the required composition course, and (4) taking the required course after taking the developmental course. Data for the first three semesters the developmental course was offered showed that three-fifths of the students completing the course received a "C" or higher and that students repeating the course had a relatively high success rate on the second attempt. Student success rates in the required freshman English course rose after the developmental course. Furthermore, students who took the developmental course were more likely to succeed in that course and the second required English course than in the first required English course. The findings indicated that the developmental English course served the needs of students who had the ability but lacked the basic skills for success in the regularly required English courses. (Extensive tables are included.) (MM)

ED 239 301 CS 208 122

Idea Plus: A Collection of Practical Teaching Ideas. Book One.

National Council of Teachers of English, Urbana, Ill.

Pub Date—84

Note—63p.

Pub Type—Guides - Classroom - Teacher (052) — Books (010)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Class Activities, \*Classroom Techniques, English Curriculum, \*English Instruction, Integrated Activities, \*Language Arts, Literary Criticism, Literature Appreciation, Prewriting, Revision (Written Composition), Secondary Education, Teaching Methods, Writing Exercises, Writing Instruction

Collected from classroom teachers across the United States, this idea exchange presents teaching activities that enliven the secondary school language arts classroom, engage student interest, and help teachers reflect on their teaching as part of their continued professional growth. The activities are divided into four sections: (1) literature, (2) writing assignments, (3) prewriting and polishing activities, and (4) fun and functional projects, strategies, and diversions. Activities and ideas are intended for integration into existing curricula, units, and lessons in ways that reflect individual teaching styles. (HTH)

ED 239 302 CS 208 123

English Curriculum Guide 7-12.

Fremont Unified School District, Calif.

Pub Date—May 83

Note—506p; Prepared by the English Subject Area Committee. Most of the sample assignments have been removed because of copyrighted material.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF02/PC21 Plus Postage.

Descriptors—Critical Thinking, \*Curriculum Design, \*Curriculum Evaluation, Curriculum Guides, \*English Curriculum, \*English Instruction, Language Arts, \*Language Skills, Listening, Literature Appreciation, Reading Instruction, \*Reading Skills, Secondary Education, Speech Curriculum, Study Skills, Vocabulary Development, Writing Instruction, Writing Processes

Intended as a core curriculum that school districts and teachers can build on, this English curriculum guide for grades 7 through 12 has incorporated five curricular strands or expectations for secondary school English classes: (1) reading instruction will continue through the twelfth grade; (2) study and research instruction will connect purposefully with reading, writing, and speaking assignments; (3) writing instruction will include all phases of the writing process; (4) speaking, listening, and performing instruction will occur regularly; and (5) literature and other media will provide the significant content for English instruction. Sections include introduction and philosophy, policies and procedures, responsibility and evaluation, contents for grades 7 through 12, adult and continuation English, and teacher helps. Each grade section provides skill description sheets with accompanying sample lessons and assignments. Among the teacher helps are several questioning techniques, a suggested precollege

reading list, a suggested three year SAT vocabulary list, prewriting strategies, revision strategies, a sample student writing progress record, spelling rules, confusing word pairs, and Bloom's taxonomy and levels of questioning. (HOD)

ED 239 303

CS 208 127

Miller, Margaret

Paradigm Shifts in the Study of Literature.

Pub Date—Jun 83

Note—9p; Paper presented at the National Women's Studies Association Conference (Columbus, OH, June 26-30, 1983).

Pub Type—Opinion Papers (120) — Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Authors, Course Content, English Curriculum, Evaluation Criteria, \*Females, \*Feminism, Higher Education, Literary Criticism, Literary Genres, \*Literary History, \*Literature Appreciation, Reader Response, \*Sex Bias, Theories

Identifiers—\*Feminist Criticism, \*Women's Literature

The current literary tradition observes a canon of hierarchies, a ranking of great writers and genres that tends to exclude or downgrade women and lower caste males. The response of feminist scholars to this state of affairs falls into two general categories: the first is to find great women authors to fit into the canon on its own terms; the second is to question the value of the canon itself. Feminist art and literary critics have begun to dismantle the notion that a work of art is autonomous, favoring instead a theory of social context and of alternative and equally valid codes of merit. Another feminist approach uses the reader-response theory, which states that the reader's perception of a text will be determined by his or her social background and status. Finally, feminist critics are engaged in the process of constructing alternative canons. While this process has inherent dangers, women are doing valuable work on developing cases to cope with, subvert, adopt, or adapt to their own uses the dominant male genres. As these codes and patterns become clearer, the value of works by women and the justification for including them in the general curriculum become more apparent. Still needed, however, is more study of the ways in which women have, in their turn, affected the male literary tradition. (HTH)

ED 239 304

CS 208 128

Levi, Laurie S. Grasha, Anthony

Motivational Processes and Personal Attributes of Writers: An Exploratory Study.

Pub Date—Jan 83

Note—10p; Paper presented at the Annual Meeting of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Need, \*Cognitive Processes, College Faculty, Creativity, \*Individual Characteristics, Productivity, Psychological Studies, \*Self Actualization, \*Writing for Publication, \*Writing Processes, \*Writing Research

Using data collected from 44 college faculty members, a study investigated the personality characteristics of writers, the ways in which highly productive writers differ from less productive ones, differences in writing strategies, and underlying motivations to write. The subjects were all male, tenured faculty members of a midwestern university who had published in any genre. They represented the major disciplines of humanities, social sciences, and physical sciences. For purposes of the study, productivity as a writer was quantified by converting self-report information on number and types of publications to a single numerical score. Based on these data, six subjects, three higher productive and three lower productive writers, were chosen for indepth interviews to further explore their underlying motivations and strategies. Data analysis yielded a number of conclusions, including the following: (1) writers seem to be characterized by high scores on achievement, endurance, and understanding, and low scores on play, impulsivity, and aggression; (2) dominance is significantly positively related and nurturance significantly negatively related to productivity as a writer; (3) an underlying motivation to write seemed to be a desire to achieve distinction; and (4) highly productive writers seemed to have an

effective psychological writing strategy that emphasized productivity as well as creativity. (FL)

**ED 239 305** CS 208 130  
Hardin, C. Eugene Kirzenbaum, Linda  
Language-Arts Curriculum Guide.  
Lexington County School District 2, West Columbia, SC.

Pub Date—82  
Note—571p.; Original pages 198-199 in appendix (1-5) and parts of original pages 173-174, 210-211, 221, 225-226, 232, 252, 253-254, and 261-262 in the appendix (6-12), and the Barbe-Lucas Handwriting Skill Guide Check Lists have been removed because of copyright restrictions.

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF02/PC23 Plus Postage.

Descriptors—\*Communication Skills, Curriculum Guides, \*Educational Objectives, Elementary Secondary Education, Integrated Curriculum, \*Language Arts, Language Skills, Listening Skills, Observation, Reading Instruction, \*Reading Skills, \*Speech Communication, Teaching Methods, Writing Instruction, \*Writing Skills

Identifiers—South Carolina

Designed to lend support to South Carolina's mandated language arts goals and objectives and to provide a tool flexible enough to meet the needs of a changing society, this curriculum guide describes an integrated sequence of instruction in reading, writing, listening, speaking, and observing from kindergarten through grade 12. After a brief introduction to the program's philosophy and purpose, the guide presents an overview of its scope and sequence, describing when objectives should be introduced, developed, and maintained. It then presents five sections that provide specific skills lists for kindergarten through grade 12. The major section of the guide contains the program's management system. Introduced by a glossary of language arts terms, a bibliography of helpful materials, and an index of skills and activities, this part of the guide presents a series of speaking, listening, and reference/study/media activities designed to test student skills at specific grade levels. Extensive appendices include lesson plans, booklists, evaluation instruments, vocabulary lists, and descriptions of student language arts projects. (MM)

**ED 239 306** CS 208 141  
Computer Utilization in Composition Instruction  
Specifications. Final Report.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.  
Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—SWRL-TN-2-80/06; SWRL-TN-2-82/37; SWRL-WP-2-82/02-04  
Pub Date—Nov 82

Note—682p.; Several pages marginally legible. Cooperative Inquiry on Composition Instruction Deliverable 8a. Incorporates several previously published SWRL Technical Notes. For a related document, see CS 208142.

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF04/PC28 Plus Postage.

Descriptors—\*Computer Assisted Instruction, \*Computer Programs, Editing, Elementary Education, Guidelines, Microcomputers, Prewriting, Program Guides, Revision (Written Composition), Word Processing, \*Writing Exercises, \*Writing Instruction, \*Writing Skills

Divided into two sections, this report outlines several components of computer based instruction in the composing process. The first section, which focuses on the use of computers in editing, generating ideas, and producing text, presents a users' manual for composition instruction on a microcomputer, a general description of how computer based practice in editing might operate, an outline of heuristics used to generate ideas for descriptive writing, and specifications for interactive computer based composing of narratives. It includes samples of how such programs might accommodate specific content. The second section focuses on the use of computers for drill and practice in basic mechanical skills. After outlining this supplementary instruction, the section provides a sample program reinforcing capitalization and punctuation skills through practice in addressing envelopes. The report concludes with extensive appendices, including (1) descriptions of other computer instruction programs, (2) reports on professional meetings, (3) a book review, (4) courseware reviews, (5) a discussion of microcomputer systems, (6) a proposal for an elementary school

composition program, and (7) a copy of a discussion of computers, word processors, and composition instruction printed in a college publication. (MM)

**ED 239 307** CS 208 142  
Computer-Based Sentence-Combining Instruction.  
Final Report.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.  
Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—SWRL-TN-2-82/25; SWRL-TN-2-82/36  
Pub Date—Nov 82

Note—390p.; Cooperative Inquiry on Composition Instruction Deliverable 8b. For a related document, see CS 208 141.

Pub Type—Reports - Descriptive (141) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors—\*Computer Assisted Instruction, Computer Oriented Programs, \*Computer Programs, English Instruction, Intermediate Grades, \*Microcomputers, Middle Schools, Program Descriptions, Program Evaluation, \*Sentence Combining, \*Writing Instruction

As part of a larger investigation into the use of microcomputers in composition instruction, this report focuses on one instructional technique—sentence combining. Consisting of four parts, the report first provides the courseware and operating manual developed from the project. The second part includes specifications for instruction and content. Part three describes the computer programming and includes a list of the computer programs designed for the Apple II or Apple II Plus computer, with 48 K of memory, a disk drive, and a Mountain Hardware Appleclock card. The fourth part describes pilot studies conducted with the sentence-combining instruction. Five appendices provide a discussion of microcomputer use in composition, a discussion of the use of computers in English instruction, a description of how sentence combining would fit into a larger computer based composition program (SWRL-TN-2-82/36), methods for evaluating textual responses, and a sequence for sentence combining instruction (SWRL-TN-2-82/25). (HOD)

**ED 239 308** CS 208 146  
Walsh, R. D.  
Every Child Can Write! Learning and Teaching  
Written Expression in the 1980s.

Primary English Teaching Association, Rozelle (Australia).

Report No.—ISBN-0-909955-37-9

Pub Date—Sep 82

Note—255p.

Available from—Primary English Teaching Association Ltd, P.O. Box 167, Rozelle, New South Wales, Australia (\$7.75).

Pub Type—Books (010) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Content Area Writing, \*Educational Theories, Elementary Education, \*Language Usage, Prewriting, Reader Response, Revision (Written Composition), Skill Development, Teacher Role, Writing Exercises, Writing for Publication, \*Writing Instruction, \*Writing Processes, Writing Skills

Identifiers—Audience Awareness, \*Teacher Student Conferences, \*Writing Topics

Noting the improvement that has occurred in the teaching of writing since the introduction of the process approach to instruction, this book offers suggestions for still more improvement and for solving the problems that arise in the teaching of writing. The first section of the book stresses the importance of letting children write and of building a curriculum on writing, while the second section discusses the various stages of the writing process and how they can be incorporated into a balanced writing program. The third section reviews writing topics, detailing the problems of imposed topics and the secrets of successful ones. In addition, this section offers suggestions for assisting children in developing their topics in a number of subject areas. The fourth section discusses the conference approach to writing, stressing both its difficulties and its strengths. The fifth section poses 10 questions teachers should ask about writing, including: (1) What is the importance of writing? (2) What differences are there between speech and writing? (3) What are the stages in writing development? and (4)

How can poetry writing be taught? The sixth section contains six special studies dealing with children's writing, and the last section offers tips for writing teachers in the areas of language usage, grammar, and style. (FL)

**ED 239 309** CS 208 153  
Agas, Hugh, Ed.

High Interest Easy Reading: For Junior and Senior High School Students. Fourth Edition.  
National Council of Teachers of English, Urbana, Ill.

Report No.—ISBN-0-8141-2095-4

Pub Date—84

Note—102p.; Prepared by the Committee to Revise "High Interest-Easy Reading" of the National Council of Teachers of English.

Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 20954, \$4.50 member, \$5.00 non-member).

Pub Type—Books (010) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adolescent Literature, \*Adolescents, Annotated Bibliographies, \*High Interest Low Vocabulary Books, Learning Motivation, \*Reading Attitudes, Reading Habits, Reading Interests, Reading Materials, Recreational Reading, Secondary Education, Student Motivation

Intended for students who are able to read but lack the motivation to do so because they have not encountered books that speak to their interests and concerns, this revised booklist contains more than 400 titles. The titles represent books of high quality that deal with topics of interest to the average adolescent. Titles and annotations are arranged under the following categories: (1) adventure, (2) animals, (3) biography, (4) careers, (5) cars and other machines, (6) ethnic experiences, (7) fantasy, (8) folklore, (9) historical fact and fiction, (10) humor, (11) love and friendship, (12) mystery and crime, (13) poetry, (14) problems, (15) science, (16) sports, (17) the supernatural, (18) trivia, and (19) series books. A directory of publishers is included. (HHTH)

**ED 239 310** CS 504 222  
Donlan, Dan

Teachers as Playwrights: Problems of Form, Voice, and Audience.

Pub Date—25 Mar 83

Note—8p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Experiential Learning, Higher Education, \*Playwriting, Program Descriptions, \*Teacher Education Programs, \*Teachers

Identifiers—PF Project

When teachers experience the process of playwriting, it focuses their attention on the significant problems of form, voice, and audience that will confront their students. Teachers were assigned to over-hear and record an argument, then use that argument as the basis for a one-act radio, television, or stage play. An argument can supply conflict, a protagonist, an antagonist, and fresh, real material; but the argument is only part of the basic dramatic structure. The writer must invent the rest through a combination of logic and imagination. Some problems encountered by the teachers when developing the "form" involved the locating and recording of an argument; then extending that argument to include exposition, rising action, climax, falling action, and denouement. Problems found when selecting the "voice" involved the decision to express an impartial or prejudiced attitude toward the protagonist and antagonist. Problems experienced when selecting the "audience" centered on the need to make the final product entertaining while addressing the limitations of radio, television, and stage. (JW)

**ED 239 311** CS 504 224  
The Order of Demosthenes [Revised].

Greenfield Union Elementary School District, Bakersfield, CA.

Pub Date—[83]

Note—20p.; Prepared at Greenfield Junior High School.

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Demonstration Programs, Evaluation Methods, Instructional Materials, Interviews, Junior High Schools, Learning Activities, \*Oral Interpretation, Oral Reading, Public Speaking,



Recognition (Achievement), Speeches, \*Speech Instruction, \*Speech Skills, Units of Study Identifiers—Book Reports, California Demonstration Program in Reading, PF Project

Five speech-making activities for junior high school students are presented in this unit from the Greenfield Express Management System (GEMS) program, a California Demonstration Program in Reading. A project overview form from the California Centers for Educational Improvement (CCEI) describes the GEMS program and lists other units included in the program. To help students develop oral skills, the speech-making unit includes the following activities: (1) an oral reading of a poem or short story; (2) an oral interview of another person; (3) an oral book report; (4) an impromptu speech; and (5) a prepared speech. After successful completion of each activity, students are promoted to a higher oratorical rank with the ultimate goal being acceptance into the Order of Demosthenes. Materials provided in this unit are: instructions for the teacher including student objectives, topics for impromptu speeches, and evaluation suggestions; student instructions for the unit; specific instructions and evaluation forms for each activity; a poster for displaying the oratorical rank of each student; and a certificate to be presented after completion of each activity. (DC)

ED 239 312 CS 504 334

Danowski, James A.

**Automated Network Analysis: A Survey of Different Approaches to the Analysis of Human Communication Relationships.**

Pub Date—May 83

Note—30p.; Paper presented at the Annual Meeting of the International Communication Association (33rd, Dallas, TX, May 26-30, 1983).

Pub Type—Information Analyses (070)—Opinion Papers (120)—Speeches/Meeting Papers (150) EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Communication (Thought Transfer), \*Communication Research, \*Communications, \*Computers, Information Dissemination, Information Theory, \*Network Analysis, Research Methodology

Noting the tendency for some researchers to reject communication network analysis because the original data might be self-reports, this paper proposes automated network analysis as a means of circumventing such objections. The paper first identifies seven different approaches to defining networks—(1) objective, (2) analyzed, (3) user perceived, (4) recalled, (5) socially synthetic, (6) user projected, and (7) desired. It then discusses the advantages, as well as disadvantages, of automated network analysis. To illustrate possible forms and uses of automated network analysis, the paper next offers five different kinds of analysis: telephone networks, audio conference, computer conference, computer messaging traffic, and media representations of networks. It concludes with a discussion of issues concerning automated network analysis at the theoretical, methodological, and practical levels. (FL)

ED 239 313 CS 504 362

Wenner, Lawrence A.

**Gratifications Sought and Obtained: Model Specification and Theoretical Development.**

Pub Date—28 May 83

Note—36p.; Paper presented at the Annual Meeting of the International Communication Association (33rd, Dallas, TX, May 26-30, 1983).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Mass Media Effects, \*Models, \*News Media, Programming (Broadcast), \*Television Research, Television Surveys, \*Television Viewing

Identifiers—Discrepancy Analysis, \*Gratifications Obtained, \*Gratifications Sought

Uses of the gratifications sought and gratifications obtained distinction in explanations of media effects have taken two conceptually distinct forms. The discrepancy approach poses that the difference between what is sought and what is actually obtained, expressed effectively as a discrepancy score, significantly aids effects explanations. The transactional approach postulates that unique contributions of both sought and obtained variables may be masked when that difference is expressed in terms of a single discrepancy score. A study tested these competing models with regard to dependency on and frequency of viewing the network evening news and

"60 Minutes." Telephone interviews were obtained from 306 male and female heads of households. Gratifications sought and obtained were each measured by 12 statements encompassing four categories of gratifications. Data analysis revealed that both models could be effective frameworks for understanding the role that gratification plays in mediating different effects. The transactional model explained program dependency more effectively than frequency of viewing. Conversely, the discrepancy model was more effective in explaining frequency of viewing than dependency. (HOD)

ED 239 314 CS 504 379

Bowes, John E. Zandpour, Freidou

**Political Agenda, The Individual and Congruency.**

Pub Date—[82]

Note—28p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Communication Research, \*Congruence (Psychology), Elections, Higher Education, \*Mass Media Effects, Political Influences, \*Political Issues, \*Public Opinion, Voting Identifiers—\*Agendas, \*Political Campaigns, Political Candidates, Political Communication

To examine the congruency between voters' personal agendas and the perceived agendas of candidates, 160 college students interviewed repeatedly during the 1980 presidential campaign were asked to rate both the importance they assigned and the importance they felt each candidate assigned to eight major campaign issues. The influence of the election news, the televised debates, and the perceived credibility of candidates' statements and advertisements on the agenda effect were considered. Absolute differences between subjects' rating of issue importance and their perceptions of candidates' rating of issue importance were summed and averaged for each candidate across the eight issue scales. After the data from subjects who had participated in only one of the three or four surveys were removed, agenda congruency measures for the second and third studies were used to index relative agenda effect. The results showed an overall increase in agenda congruency as election day approached, especially between subjects and the candidates they preferred, and a loss of congruency following the election. Subjects tended to perceive candidates' agendas as moving toward their own agendas rather than the reverse. Further research is needed on the impact of the agenda effect on political campaigns. (Extensive tables are included.) (MM)

ED 239 315 CS 504 418

Shrader, Erwin

**Transborder Flow of Computerized Information: Controls and Restrictions.**

Freedom of Information Center, Columbia, Mo. Report No.—FOI-481

Pub Date—Sep 83

Note—5p.

Available from—Freedom of Information Center, Box 858, Columbia, Missouri 65205 (\$1.00, quantity discounts available)

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Business, Communication (Thought Transfer), Computers, Databases, Foreign Countries, Foreign Policy, Government Role, \*Information Dissemination, Information Services, Information Sources, International Law, \*International Relations, \*Privacy, \*Telecommunications

Identifiers—\*Transborder Information Flow

Of major concern to United States position and policy in the telecommunications and information areas is "transborder data flow," the transferring of computer stored data between nations. Many European nations, including France, Austria, and West Germany, have enacted laws regulating the flow of information leaving the country where it would disrupt privacy. The bulk of automated data bases are located in the United States, which completely controls or manipulates most data exchanges between the U.S. and its partners. The U.S. is concerned that these protection laws, particularly those extended to "legal" persons such as corporations and institutions, will disrupt commerce and put American remote data processing at a disadvantage. Privacy protection for a country's citizens thus doubles as protection for its domestic computer industries. The Organization for Economic Cooperation and Development, representing 24 industrialized countries, has drafted guidelines for maximum standards of privacy protection to remove unjustified obstacles

to transborder information flow, particularly of personal data. In the U.S., development of sound international communications policy has been disrupted by attention to domestic communications, although measures are pending in Congress. The U.S. delegation to a meeting of the General Agreement of Tariffs and Trade will propose making services subject to agreements now governing commodity trade in the hope of guarding against further international constraints on American information services. (HTH)

ED 239 316 CS 504 455

Diez, Mary E.

**Situated Code Choice: An Empirical Examination of Two Types of Bargaining Interactions.**

Pub Date—Nov 83

Note—50p.; Paper presented at the Annual Meeting of the Speech Communication Association (69th, Washington, DC, November 10-13, 1983). Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, \*Code Switching (Language), \*Collective Bargaining, \*Communication Research, Group Dynamics, \*Interaction, Interaction Process Analysis, \*Interpersonal Communication, \*Language Usage, Role Playing, Sociolinguistics

A study examined variation in code choice in the same speakers in two contrasting situations—interorganizational and intraorganizational bargaining. Naturalistic interactions between teams of teacher's union bargaining agents, role-playing teachers, and school board members in the two settings were coded, using measures of structural and lexical complexity, solidarity, and formality of structure, as well as indices of personal reference. Discriminant analysis revealed that a set of structural and lexical variables accounted for significant differences in the structuring of the two types of interactions. The two situations were also found to differ in expressions of solidarity and in structural cues. (An extensive bibliography and tables of data are appended. (Author/FL)

ED 239 317 CS 504 490

Book, Cassandra L.

**Providing Feedback on Student Speeches: The Research on Effective Oral and Written Feedback Strategies.**

Pub Date—12 Nov 83

Note—28p.; Paper presented at the Annual Meeting of the Speech Communication Association (69th, Washington, DC, November 10-13, 1983).

Pub Type—Information Analyses (070)—Speeches/Meeting Papers (150)—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Classroom Environment, \*Feedback, Higher Education, Speech Communication, \*Speeches, \*Speech Evaluation, \*Speech Instruction, Speech Skills, \*Student Attitudes, \*Teaching Methods

Identifiers—Audience Response

The purpose of teacher feedback in the speech classroom is to inform the speaker of the audience's reaction to the speech, to make suggestions for improvement on future speeches, and to motivate the speaker to speak again or to enjoy speaking. To provide appropriate criticism, teachers need to understand the nature and the relative merits of various types of feedback: simultaneous, delayed, immediate, written, and oral. While studies indicate that simultaneous negative feedback by the audience has a deteriorating effect on speaker performance, work with verbal prompting through a transistorized ear plug has improved the speaking performance of graduate teaching assistants. Research suggests that audio and video recordings accompanied by positive feedback improve students' oral interpretation skills. Classroom experience suggests that students remember criticism when it is immediate and accompanied by written comments and that the most effective written commentary is atomistic and impersonal, and may be either positive or negative. Studies suggest that oral criticism should stress positive features to promote favorable attitudes toward speaking. Though this is perhaps the most helpful form of feedback, it may have a negative influence on the performance of succeeding speakers. (MM)

ED 239 318 CS 504 491

Pfau, Michael

**Political Debate Formats: The Next Step.**

Pub Date—11 Nov 83

Note—23p; Paper presented at the Annual Meeting of the Speech Communication Association (69th, Washington, DC, November 10-13, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Debate, \*Elections, Information Dissemination, \*News Media, \*Politics, Speech Communication

Identifiers—\*Debate Formats, \*Media Role

Noting the enormous potential of political debates to serve both the candidates and the public, this paper argues that debate procedure and format should be improved so as to achieve a more harmonious relationship between debate and politics. The first section of the paper examines the role and impact of debates in contemporary political campaigns, specifically the presidential campaigns of 1976 and 1980. The second section argues that debate could contribute more to politics, and blames flaws in procedure and format for its failure to do so. Noting that most political debates resemble press conferences more than debates, this section reviews the series of debates held in South Dakota in 1980 known as "Election 80," which sought to implement and test procedure and format in terms of specific criteria. The third section of the paper sets forth the following recommendations for improving political debate procedure and format: (1) the issue agendas used in political debates should be the public's and the candidates', not the media's; (2) questions to the candidates by the media should be phrased simply and clearly; (3) candidates should be told the topics in advance and should be allowed to use notes and other materials; and (4) the role the media play in political debates must be substantially altered. (FL)

ED 239 319

CS 504 493

Gray, Philip A.

The Media Consumer: A Pedagogical Perspective.

Pub Date—Nov 83

Note—20p.

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Change Strategies, Communication Skills, Consumer Economics, \*Evaluative Thinking, Higher Education, \*Mass Media, \*Mass Media Effects, \*Teacher Role, \*Teaching Methods

Identifiers—\*Media Literacy, Media Use

Since media consumers must make a great many judgments about media messages and the effectiveness of any given message in meeting one's needs, media teachers should develop materials and activities to facilitate the learning of effective media usage skills. Teachers can help students to become more effective media consumers by providing an understanding of how the media are used, the skills associated with effective media usage, the criteria by which utility is judged, and the means by which users can effect change. The taxonomy of communication functions recommended by the Speech Communication Association can serve as a useful guide for developing activities that encourage students to examine their own media usage behavior. Teachers can decide which media receiver skills should receive instruction by analyzing those skills associated with understanding oneself in relation to media, the message context, and the message content. To help students make judgments about media message utility and credibility, teachers should stress the variables of message source and message content. Finally, teachers should give attention to the ways students can influence the media, including gaining access, campaigning intelligently for change, joining organizations, knowing interested parties, and utilizing techniques for giving feedback. (HOD)

ED 239 320

CS 504 494

Lashbrook, Velma J.

An Approach to Designing Training and Development Programs.

Pub Date—Nov 83

Note—12p; Paper presented at the Annual Meeting of the Speech Communication Association (69th, Washington, DC, November 10-13, 1983).

Pub Type—Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Curriculum Development, Elementary Secondary Education, Evaluation Methods, Feedback, \*Instructional Design, \*Needs Assessment, \*Organizational Development, Professional Training, Systems Approach, \*Systems

Development, \*Training Methods, Training Objectives

A systems approach to effective instructional design that is equally applicable to educational and organizational settings includes six components: (1) needs assessment, (2) systems design, (3) curriculum development, (4) organizational development, (5) feedback and evaluation, and (6) outcomes. The last component, outcomes, provides a context and goal design to help focus development efforts. The needs assessment gathers information necessary for designing appropriate instructional strategies: performer demographics; the time a performer spends on various activities; performer knowledge, skills, and attitudes; direction and consequences provided by a performer's manager; policies and/or systems that facilitate or impede performance; methods for monitoring performance; and factors that may affect performance. The design phase for training and development, based on the desired outcomes, derives its direction from the results of the needs assessment. Curriculum development focuses on instructional strategies used to develop the knowledge, skills, and attitudes necessary to perform a job. Organizational development entails the review and modification, if appropriate, of any policies, or procedures required to achieve an outcome. The feedback and evaluation component offers methods for monitoring the effectiveness of the total system and can take four forms: cognitive, affective, behavioral, and results. (HOD)

ED 239 321

CS 504 507

Prentice, Diana B.

Ethics and Advocacy: Paul Wilson's Defense of

Kansas in Brown v. The Board of Education.

Pub Date—10 Nov 83

Note—24p; Paper presented at the Annual Meeting of the Speech Communication Association (69th, Washington, DC, November 10-13, 1983).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Advocacy, Discriminatory Legislation, \*Ethics, Lawyers, Persuasive Discourse, Public Opinion, Public Schools, \*Racial Segregation, \*Rhetoric, Rhetorical Criticism, Social Science Research, State Legislation

Identifiers—\*Brown v. Board of Education

The appellate argument of Paul Wilson, who represented the Topeka, Kansas, school board in the 1952 Supreme Court case, "Brown v. Board of Education," presents an excellent example of the influence of personal and legal ethics on rhetorical choices. A reluctant advocate of racially segregated education, a policy the Topeka Board of Education was itself abandoning, Wilson presented an argument that avoided questions of educational and social policy and focused on the narrow issue of constitutional power—the constitutionality of the Kansas statute on separate but equal education and the rights of states to govern the issue of segregated schools. When forced to respond to the social science argument that segregation is psychologically damaging to students, Wilson argued that direct injury had not been shown by the appellants. While he thus failed to expose all sides of the issue, Wilson did not attempt to obscure or alter facts. His strategy demonstrated that serving perfect justice to both sides of a dilemma may be impossible, but that it is possible to serve both to one's own satisfaction and to that of those who judge the strategy. (MN)

ED 239 322

CS 504 509

Williams, Wenmouth, Jr. Shapiro, Mitchell E.

The Application of Gratifications Sought and Received from a New Independent Television Station's Programming.

Pub Date—[Nov 83]

Note—33p; Paper presented at the Annual Meeting of the Speech Communication Association (69th, Washington, DC, November 10-13, 1983). Correlations table may be marginally legible due to small and broken print.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Mass Media Effects, Models, Needs Assessment, News Media, \*Predictive Validity, \*Programming (Broadcast), \*Research Methodology, \*Television Research, \*Television Viewing, Use Studies

Identifiers—\*Gratifications Obtained, \*Gratifications Sought, Media Use

A study was conducted to determine (1) if the gratifications sought and obtained model were ap-

plicable to local television news viewing, and (2) if the scales constructed from factor analyses of gratifications sought and obtained could predict television news viewing. The focus of the study was a new television station in central Illinois that offered itself as an alternative to commercial television and promised to feature religious and family programs. Prior to the station's broadcast debut, approximately 300 residents of the area were surveyed to ascertain their media use habits, opinions of commercial television, and demographics. The dependent measure was the perceived need for the proposed station in terms of its religious and family programs. A second survey took place following the station's debut, with approximately 250 respondents supplying data concerning gratifications served by the news offered by the station. Data were gathered relating to their gratifications sought from news in general, and from the stations' news in particular. Results revealed that respondents thought there was a need for the station, but that its programming did not meet that need. News viewers were similar to general viewers in their opinions. Findings suggest that the gratifications sought and obtained model is not applicable to local news viewing and that gratifications sought and obtained are not valid predictors of news viewing behavior in general. (FL)

ED 239 323

CS 504 512

Kochman, Thomas

Professional Responses to Non-Negotiable Ethical

Markers in Black Language and Culture.

Pub Date—12 Nov 83

Note—15p; Paper presented at the Annual Meeting of the Speech Communication Association (69th, Washington, DC, November 10-13, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Acculturation, \*Black Culture, \*Black Dialects, \*Cultural Awareness, Cultural Differences, Cultural Traits, Dialect Studies, \*Ethnicity, \*Intercultural Communication, \*Language Variation, Social Integration

To be culturally valid, the characteristics identified by dialectologists as distinctive of black English must correspond to the terms members of the black community use to characterize their speech. Not all of the patterns that characterize black English within the dialectal framework are equal in their social or ethnic significance—the speech pattern that has one meaning for one group of blacks may well have quite another meaning for another black group, and no special social significance for a third. It would be helpful to know what blacks consider negotiable or nonnegotiable language patterns, because such information would not only serve to strengthen theories of black linguistic acculturation but might also contribute to the development of better classroom strategies for teaching standard English. Knowledge of black English characteristics would also help to illuminate issues and concerns relating to black performance within and adaptation to mainstream institutional life. Black culture values spontaneity, improvisation, and intuition, and these modes cannot be realized effectively if individuals have no control over how they are to perform a task. To the extent that black culture produces an orientation or style that is not only functional for blacks within the context of their community but also singularly useful to the larger society, it becomes a professional responsibility to keep such modes alive and well. (HOD)

ED 239 324

CS 504 513

Gotsch, Constance M.

Broadcast Internships—An Important Element in a Teaching Career.

Pub Date—Nov 83

Note—24p; Paper presented at the Annual Meeting of the Speech Communication Association (69th, Washington, DC, November 10-13, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Broadcast Industry, College Faculty, Courses, Educational Research, Education Work Relationship, \*Faculty Development, Higher Education, \*Internship Programs, Job Skills, \*Personnel Needs, School Business Relationship, \*Speech Communication, \*Teacher Qualifications

Noting that the rising demand for graduates who can use mass communications technology has led universities to seek teachers with broadcast production experience as well as academic credentials, this

paper suggests ways to find such people. Reporting the findings of a review of 64 want ads appearing in "Broadcast Magazine" in a one-year period, the first section of the paper reveals that most colleges are seeking candidates with advanced degrees and broadcast experience. The second section cites data gathered in a survey of approximately 200 schools with broadcast, radio-television, broadcast journalism, or mass communication programs, showing the difficulties the schools encounter in trying to find people to meet their qualifications. The third section uses data from the same survey to document the qualifications of current faculty members, while the fourth section describes ways to develop faculty with the proper qualifications, specifically, using internships in the broadcast industry. Several examples of faculty internship experiences are cited in the section. A copy of the survey and tables of data are appended. (FL)

ED 239 325 CS 504 516

McPhail, Mark Lawrence

**Interpretation and the Black Aesthetic: A New Text to be Matched.**

Pub Date—[Nov 83]

Note—14p.; Paper presented at the Annual Meeting of the Speech Communication Association (69th, Washington, DC, November 10-13, 1983).

Pub Type—Information Analyses (070)—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Aesthetic Values, Art Expression, \*Black Culture, Black History, Black Influences, \*Black Literature, \*Blacks, \*Cultural Background, Cultural Differences, Cultural Images, Literary Criticism, Literary History, \*Oral Interpretation, Poetry, Speech Communication

Identifiers—\*Oral Tradition, Reader Text Relationship

The field of interpretation needs to be more aware of and sensitive to the contributions of black culture and consciousness. The interpreter wishing to perform black poetry, for example, needs to recognize that the black aesthetic has its roots in African culture and traditions and does not always share the assumptions of the European or Euro-American literary traditions. Oral tradition, with frequent religious and musical overtones, influences all areas of black culture and art and exemplifies the collective nature of black expression. It creates an art form that is rhetorical and demands response. Rising from oppression, African and Afro-American literature have never accepted art for art's sake but have always worked to fulfill a function: to move the emotions, to become part of the dance, or to make one act. The oral tradition is evident in the black poetry of the 1960s—its musicality demands that words be read aloud. As part of an effort to devote more serious attention to black poetry, critic Stephen Henderson developed three broad categories for defining the black aesthetic: theme, structure, and "saturation," (in general terms, the communication of the black experience). (MM)

ED 239 326 CS 504 518

Shaw, Mark R. Caplette, Michele

**Preparing the Communication Specialist: Some Implications of an Ongoing "Train the Trainer" Program in One Industry.**

Pub Date—11 Nov 83

Note—28p.; Paper presented at the Annual Meeting of the Speech Communication Association (69th, Washington, DC, November 10-13, 1983).

Pub Type—Speeches/Meeting Papers (150)—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Communication Skills, Conflict Resolution, \*Inplant Programs, \*Interpersonal Communication, \*Interpersonal Competence, \*Interprofessional Relationship, \*Management Development, \*Organizational Communication, Program Evaluation, \*Trainers, Training Methods

Interviews with six managers trained to teach the Interpersonal Managing Skills (IMS) program at the Lockheed Missiles and Space Company provided insights into three aspects of communication training programs: training skills, the trainer role, and methods of training the trainer. A highly structured, packaged program, IMS teaches five communication skills: crediting or providing positive feedback, clarifying and confirming ideas before making decisions, providing constructive criticism, building or adding value to an idea, and managing differences of opinions. Being so highly structured, the program is largely instructor independent, yet IMS relies on

both trained managers and dedicated trainers, or communication specialists, to present the course. The managers lend the program credibility while the dedicated trainers are able to handle difficult or less structured situations. During a Train-the-Trainer session, managers practice the trainer role and responsibilities through such activities as giving orientation speeches, administering learning modules, and responding to hypothetical student complaints. (MM)

ED 239 327 CS 504 520

Davis, Deborah Holtgraves, Thomas

**Perceptions of Unresponsive Others: Attributions, Attraction, Understandability, and Memory of Their Utterances.**

Pub Date—[Apr 83]

Note—48p.; Paper presented at the Annual Meeting of the Western Psychological Association (San Francisco, CA, April 27-30, 1983).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Attention, College Students, \*Communication Research, \*Debate, Higher Education, Interpersonal Attraction, \*Interpersonal Communication, \*Interpersonal Competence, Knowledge Level, \*Listening Comprehension, Political Issues, Psychological Patterns, \*Responses

To examine the consequences of responsiveness in dyadic interaction, explore the effects of irrelevant response on listener processing and retention of content, and determine the impact of irrelevant responses on listener perception of speaker attributes, 108 college students were asked to read a debate between two fictitious political candidates on the MX missile. While the two debaters' answers remained the same, the questions were manipulated so that for half the subjects, candidate A's answers were responsive; for the other half, candidate B's were responsive. In two replications of the test emphasizing either recall or recognition of debate content, subjects answered questions on their perceptions of the candidates' understanding of the issue, their personal preference between the two debaters, and the debaters' apparent honesty and competence. As expected, response relevance was shown to facilitate processing and retention of response content. In addition, the unresponsive speaker was perceived to have a poorer understanding of the questions asked, to be less knowledgeable about the issues, and to be both less motivated and less competent to discuss the issues raised. Finally, the unresponsive candidate was perceived as less attractive than the responsive candidate. (Debate question and answer sets and questionnaire results are appended.) (MM)

ED 239 328 CS 504 521

Kerkman, Dennis And Others

**Preschoolers Who Get Cable TV: Family Patterns, Media Orientations, and Media Use.**

Kansas Univ., Lawrence. Dept. of Human Development

Spons Agency—National Inst. of Mental Health (DHHS), Rockville, Md.; Spencer Foundation, Chicago, Ill.

Pub Date—83

Note—21p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Cable Television, Educational Attainment, \*Family Characteristics, Family Environment, \*Mass Media Effects, Predictor Variables, Preschool Education, \*Television Research, \*Television Viewing, Vocabulary Skills

A study was conducted to identify family characteristics and media use patterns associated with subscription to various types of cable television services. Parent interviews, week-long television viewing diaries, and children's Peabody Picture Vocabulary test scores for 237 children, aged three or five years, were subjected to stepwise discriminant analysis. Families were divided into four groups on the basis of the cable services they received: no cable, basic cable, cable and one movie channel, or cable and two movie channels. The results of analysis indicated that the father's educational level was the single best discriminator of television services received. Fathers of families receiving basic cable had more education but lower occupational status than those of either no cable families or two movie channel families. The mothers in cable families were more likely to be employed than were those in

non-cable families. The number of television sets in the home increased with the number of cable options, as did preschoolers' television viewing. The latter was most notable in basic cable and one movie channel families where higher levels of education would normally lead to lower amounts of viewing. Preschoolers in families with two movie channels had substantially lower Peabody vocabulary scores than those in any other group, independent of their parents' lower educational attainments. (HTH)

ED 239 329 CS 504 522

Dorval, Bruce

**Topical Context Is an Important Determinant of Developmental Trends in Argumentation.**

Pub Date—Aug 83

Note—36p.; An earlier draft of this paper was presented at the annual convention of the American Psychological Association (91st, Anaheim, California, August 1983).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Age Differences, \*Coherence, \*Communication Research, Developmental Stages, Elementary Secondary Education, \*Group Dynamics, Higher Education, Interaction, Interaction Process Analysis, \*Interpersonal Competence, \*Persuasive Discourse

A study examined developmental trends in the quality and outcomes of disagreements occurring in the conversation of small groups of acquainted peers. Specifically, the study focused on the relationship of disagreeing and arguing sequences to the general level of topical coherence achieved in the conversation as a whole. Five discussion groups, each composed of three females and three males, were formed at each of five grade levels—second, fifth, ninth, twelfth, and college. The eighth meeting of each group was transcribed and turns of talk were coded for topical coherence and argumentation. The results suggested that the development of argumentation is closely related to the development of norms pertaining to topic. Developmental trends in the quality of disagreeing and arguing closely paralleled trends in the topical coherence achieved by a group as a whole. In addition, where norms pertaining to topic were weak, argument was less well-modulated, and where the norms pertaining to topic were stronger, argument conformed to the norms. Adolescents' and adults' conversations contained a lower proportion of disagreements, briefer sequences of disagreements, and fewer insults than did those of young children. (Samples of topical coherence categories and extensive tables of data are appended.) (FL)

ED 239 330 CS 504 524

St John, Jacqueline

**Women in Radio Soap Operas: A Historical Perspective of the Image of Women's "Sphere" in the "Golden Age."**

Pub Date—10 Aug 83

Note—22p.; Paper presented at the Annual Meeting of the American Theatre Association (Minneapolis, MN, August 7-10, 1983).

Pub Type—Information Analyses (070)—Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Content Analysis, \*Females, Feminism, Intellectual History, Males, \*Mass Media Effects, Media Research, \*Programming (Broadcast), \*Radio, Role Models, \*Sex Role, Social Attitudes, \*Women's Studies

Identifiers—\*Soap Operas  
Radio's "Golden Age," the 1930s and 1940s produced numerous successful and profitable daytime serials, called "soap operas" because they were most often sponsored by firms selling laundry products. Among the most popular of these series were those produced by the team of Anne and Frank Hummert. Working through the Blackett-Sample-Hummert advertising agency, the Hummerts produced 46% of the soap operas introduced between 1932 and 1937, and 30% of those created between 1937 and 1942. Chief among their programs were "Ma Perkins," "Young Widder Brown," "Stella Dallas," "Our Gal Sunday," and "The Romance of Helen Trent." The Hummert formula for success was straight forward and easy to follow—characters were human and lovable, their actions were logical, consistent, believable, and painted against a canvas of simple, everyday life. The Hummert soap operas invariably had strong, assertive heroines, and one of two types



of strong men—the patriarch or the villain. The heroines were sexually naive, recognized the threat of extra-marital sex, and never permitted themselves an "easy" escape from marriage through divorce. They were, in short, admirable role models for a generation of women who survived the Great Depression and World War II. (FL)

ED 239 331 CS 504 525

Kessler, Marsha Stout  
Speechwriting: The Business Perspective.  
Pub Date—[Nov 83]

Note—9p; Paper presented at the Annual Meeting of the Speech Communication Association (69th, Washington, DC, November 10-13, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Business Communication, \*Education Work Relationship, Employment Opportunities, Employment Qualifications, \*Job Skills, Occupational Information, Public Speaking, \*Speech Communication, Speeches, Technical Writing

Identifiers—\*Speech Writing

Several factors have contributed to the increased demand for corporate speechwriters, including the consumer and environmental movements, the economy, foreign competition, and a negative public attitude toward business. Corporate speeches serve a variety of purposes: promoting a corporation within a business community, providing information on specific issues that affect particular industries or companies, and advancing individual careers. Chief executive officers frequently speak at business conventions or college convocations but also spend a good deal of time addressing internal audiences. Most companies hire someone to write specifically for these occasions, although some may turn to outside public relations counsel or to free lancers. In a few instances, the speech may be written by the executive or by his or her assistant. In a survey of communication specialists in 128 Fortune 500 companies, only one had a degree in speech, compared to 42 in journalism, 32 in English, and 13 in history or political science. This may be because speechwriting is not an entry level job. But as corporate speechwriting becomes an established career field, more and more speech majors will begin filling corporate speechwriting positions. (HTH)

ED 239 332 CS 504 526

Backlund, Philip M.  
Problems in Assessing Listening Skills.  
Pub Date—Nov 83

Note—16p; Paper presented at the Annual Meeting of the Speech Communication Association (69th, Washington, DC, November 10-13, 1983).  
Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Processes, Communication Skills, Curriculum Evaluation, \*Educational Assessment, \*Educational Objectives, Elementary Secondary Education, Listening, \*Listening Skills, Models, \*Test Construction, \*Testing Problems, Test Selection, Test Validity

In response to the 1978 amendment to the Elementary and Secondary Education Act, many states have developed curriculum and assessment procedures for listening skills. A review of several states' listening objectives, however, indicates a lack of any universally accepted definition of listening. One model of communication that divides a person's communicative ability into information acquisition, processing, generation, and dissemination also suggests that listening is a complicated set of intersecting and overlapping skills. Although separation of skills is difficult, it is necessary for instructional and testing purposes. Educators interested in developing effective procedures for listening assessment must realize that no one test is going to evaluate all listening skills and that instructional objectives must be congruent with test coverage if the testing process is to have any validity. (MM)

ED 239 333 CS 504 527

Glaser, Susan R.  
Accessing Organizational Culture: An Interpretive Approach.  
Pub Date—Nov 83

Note—16p; Paper presented at the Annual Meeting of the Speech Communication Association (69th, Washington, DC, November 10-13, 1983).  
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Communication Research, Correlation, \*Employee Attitudes, Employer Employee Relationship, Interviews, Job Satisfaction, Organizational Climate, \*Organizational Communication, Questionnaires, \*Research Methodology

Identifiers—\*Triangulation

Triangulation, the combination of methodologies in the study of the same phenomenon, can be used to address a number of concerns arising in organizational communication research. This approach was used in a study of organizational culture by employing qualitative interview research to help interpret or place in context the results of statistical analyses. As a first step in the study, a questionnaire was developed from data gathered in interviews with 15 employees representing a diagonal cross-section of an organization. The resulting questionnaire addressed five major areas of organizational culture: (1) climate, (2) involvement, (3) communication, (4) meetings, and (5) supervision. The questionnaire was then administered to all 267 members of the organization and analyzed by department and organizational level. Next, interviews were held with 45 employees representing every department and level. Analyses of data revealed significant differences between employees of different organizational levels and departments on each of the dimensions of organizational culture. The nature of the information accessed by each of the two methodologies clearly diverged, with questionnaire data revealing attitudes, and interviews showing why an attitude was held and how respondents made sense of what they believed to be true. (FL)

## EA

ED 239 334

Bristow, Richard O.  
Positive Attendance for Secondary Schools.  
San Bernardino City Unified School District, Calif.  
Pub Date—8 Aug 79

Note—2p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Attendance, \*Discipline Policy, Models, School Administration, School Policy, Secondary Education, Secondary Schools, Student Behavior, Truancy

Identifiers—\*Attendance Improvement Plan, PF Project

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: Positive Attendance for Secondary Schools (PASS) is established to discourage pupils from absenting themselves from high school classes and/or frequently reporting late to class in violation of state law and school policies. This program shall be for pupils who exceed six trancies and/or unexcused tardies in a given class period within a semester and shall require such pupils be removed from regular classes and assigned to attend the PASS classes for five consecutive days to be scheduled after the regular school day. Pupils assigned to such a program shall be required to remain for a minimum of five days of actual attendance. After successful completion of the assignment, the student shall be eligible to return to regular classes. A repeated violation of the PASS policy shall require and authorize the student to be transferred to Sierra Continuation High School. During the period of the assignment to the PASS class, each pupil shall be given studies relating to the regular class assignments in an attempt to provide a reasonable opportunity for him/her to keep up with the regular studies while assigned to the PASS program. Prior to any assignment to the PASS program, individual and direct notices shall be given to the pupil whose assignment to the special class for poor attendance is imminent. Parents shall also be notified. Such notices shall be in sufficient time for parents to have an opportunity to influence the attendance behavior of their son/daughter and for the pupil to realize the consequences of his/her actions prior to reaching a point of being assigned to the special class. It shall be incumbent on the principal to take reasonable steps to inform all high school pupils and their parents of this attendance policy and to implement it fairly to insure maximum positive effects on the education of the pupils involved. (Author)

ED 239 335

Idea Cards - Factual Information on Public Education.

EA 015 935

San Diego County Office of Education, CA.

Pub Date—[83]

Note—28p.

Pub Type—Reference Materials (130) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academic Achievement, \*Educational Finance, Educational Quality, Educational Trends, Elementary Secondary Education, \*Enrollment Trends, High School Graduates, Minority Groups, Public Opinion, Resource Materials, \*School Business Relationship, \*School Statistics, \*Teacher Characteristics

Identifiers—\*California (San Diego County), PF Project

These file cards present statistical information on a variety of educational topics. The general topic of each card has been printed in the upper right hand corner so they may be used as an idea file. The following topics are included: (1) student performance (academic achievement, high school graduates, and long-lasting results of education); (2) student enrollment (California enrollment, enrollment growth, trends, minority enrollment, and private school enrollment); (3) school finance (public opinion, California state support, and comparison to the gross national product); (4) education staffing (district consolidation, teachers' educational levels, teacher shortages, and why teachers leave education); (5) educational quality (educational standards and research on effective schools); (6) demographics (trends in age distribution of the general population and trends in minority populations); and (7) business involvement with education (Adopt-A-School and Regional Occupational Programs). Many of the statistics are specific to San Diego County or California. Extra cards are provided for each topic so that users may add their own information to the file. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (DC)

ED 239 336

Glazer, Nathan Breneman, David  
Two Views on Tuition Tax Credits.  
Southwest Educational Development Lab., Austin, Tex.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—31 Aug 82

Note—8p.

Journal Cit—Synthesis; v5 n3 Aug 31 1982

Pub Type—Opinion Papers (120) — Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Educational Quality, Elementary Secondary Education, Federal Aid, Higher Education, \*Private School Aid, Private Schools, \*Public Education, \*School Choice, School Support, Socioeconomic Status, \*Tax Credits, \*Tuition, Values

Identifiers—PF Project, Reagan Administration

Designed for those interested in the possible effects of the tuition tax credit plan espoused by the Reagan administration, the document presents two polar views on the subject. Glazer's article, "The Future under Tuition Tax Credits: The Case for Homogeneity in Schools," is presented from the perspective of one who favors such tax credits. A discussion about the necessity for homogeneity of educational values in schools is followed by predictions of possible enrollment shifts that would occur if the tuition tax credits were implemented. The author concludes by stating his opposition to the forced association of "the aspiring and achieving" with those who create an environment in which students can neither aspire or achieve. Breneman's article, "Saying No To Tuition Tax Credits," presents the perspective of one who opposes tuition tax credits. By examining the lessons drawn from the financing of higher education, the second author suggests that tuition tax credits would be inefficient, inequitable, and expensive without creating any offsetting social benefits. A consideration of possible enrollment shifts is followed by the author's conclusion that such tax credits would create losses greater than gains on both social and educational grounds by creating a split along socioeconomic class lines and by the seeking of private alternatives rather than dealing with the problems of public schools. (LH)

**ED 239 337** EA 015 970

San Diego County Effective Schools Program.  
San Diego County Office of Education, CA.  
Pub Date—84  
Note—21p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Demonstration Programs, \*Educational Improvement, Educational Research, Elementary Secondary Education, \*Improvement Programs, Institutional Research, Pamphlets, Program Descriptions, \*Research Utilization, \*School Effectiveness, Self Evaluation (Groups), Visual Aids

Identifiers—PF Project

A program description and supporting materials of the San Diego County (California) Effective Schools Program are presented. The program involves a three-phase, research-based process for improving effectiveness at the school site. The phases are: assessment, planning, and implementation. Following an overview of the program, the steps involved in each phase are detailed. Reproducible visual masters and comments on each master are provided for seven areas which have been identified by research as characteristics of effective schools: (1) safe and orderly environment; (2) clear school mission; (3) instructional leadership; (4) high expectations; (5) opportunity to learn and student time-on-task; (6) frequent monitoring of student progress; and (7) home-school relations. A four-page brochure for schools which explains the program is included. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (DC)

**ED 239 338** EA 015 971

Littlejohn, Mary Ann Price, Carol O.

Take the Schools to the People.

Pub Date—[83]

Note—6p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Attitudes, Demonstration Programs, Elementary Secondary Education, \*Outreach Programs, Program Descriptions, Program Development, \*Publicity, \*Public Relations, \*School Community Relationship

Identifiers—PF Project

A program is described in which student work and achievement were displayed during Public Schools Week in a Solano County (California) shopping mall. The purpose of the program is to provide publicity for schools and to reach the 75% of the adult population who have no personal contact with schools. The program description includes: types of student work that were displayed; background on how the program developed; a program planning time line including steps involved in the planning; and reactions of the press and community leaders. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (DC)

**ED 239 339** EA 015 975

Koehn, John J.

Mastery Learning: Easier Said than Done.

Pub Date—[83]

Note—6p.

Pub Type—Guides - Non-Classroom (055) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrative Principles, Administrator Evaluation, Administrator Guides, \*Administrator Responsibility, \*Administrator Role, Check Lists, \*Educational Environment, Elementary Secondary Education, \*Mastery Learning, Opinion Papers, \*Program Implementation, \*Staff Development, Teacher Administrator Relationship

Identifiers—\*Instructional Leadership, PF Project  
Recommendations are offered to help administrators successfully implement mastery learning (ML). It is stated that: (1) ML requires watching both the achievement and satisfaction of learners; (2) consideration of teachers' knowledge and attitudes when training them in ML principles is critical; (3) a high level of skill and commitment is required of all involved administrators; (4) the administrative skills

necessary for training teachers in ML are the same as the teaching skills necessary for working with children in the classroom. A 16-item checklist outlines desirable behaviors in three areas of administrator responsibility: staff development, instructional leadership, and school climate management. For each item, a desirable behavior is paired with an extreme example of an undesirable behavior. The emphases of the behaviors are: maintenance of an individualized model of staff development, making an effort as instructional leader to observe outcomes, and creating a school climate which provides for human resource development through caring behavior. It is suggested that the checklist first be used to rate the administrative staff as a whole, then to rate the individual. Scoring instructions for the checklist are given. (DC)

**ED 239 340** EA 015 976

San Rafael Schools Exhibit.

San Rafael City Schools, Calif.

Pub Date—83

Note—30p.; Two pages of newspaper articles in the original document are copyrighted and therefore not available; they are not included in the pagination.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Demonstration Programs, Elementary Secondary Education, \*Exhibits, Program Descriptions, \*Publicity, \*Public Relations, Public Schools, School Community Relationship, \*School Districts

Identifiers—PF Project, San Rafael City Schools CA

The San Rafael City Schools' exhibit which was displayed at the 1983 Marin County Fair (California) is described. The exhibit, entitled "Education - A Real Winner," consisted of 12 display panels illustrating the following aspects of the school system: (1) early history from 1861; (2) present board and administration; (3) present schools and principals; (4) teaching of basic skills; (5) development of responsible citizens; (6) services for special students; (7) expenditure of taxpayers' money; (8) staff in action; (9) San Rafael's Parent University; (10) people who help the schools; (11) accomplishments of graduates; and (12) the future of the schools. Materials accompanying the program description include a news release and information on the purpose, theme, staffing, and location of the exhibit. Public reaction to the display is illustrated with a listing of sample comments made by viewers of the exhibit. Information regarding the 1982 exhibit is included also. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (JW)

**ED 239 341** EA 015 978

Hall of Fame.

El Rancho Unified School District, Pico Rivera, Calif.

Pub Date—83

Note—15p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Alumni, \*Awards, Community Involvement, Demonstration Programs, Elementary Secondary Education, \*High Achievement, \*High School Graduates, News Media, Program Descriptions, Public Relations, \*Recognition (Achievement), Role Models, School Districts, Student Motivation, \*Success

Identifiers—PF Project

A Hall of Fame was established by the El Rancho Unified School District (California) to identify and honor graduates of the school district who have graduated more than 15 years ago, who have achieved recognition in their chosen field, and who would bring honor to the school district in its honoring of them. Nominees for the Hall of Fame were sought by contacting alumni groups and the district staff, and by placing articles in newspapers. A screening committee narrowed the field of 32 nominations to 10 candidates. A panel of three prominent citizens selected the final five inductees. These inductees were a noted research chemist, the first woman Hispanic elected to the California State legislature, a woman medical missionary, an Air Force colonel, and a nurse. A Hall of Fame corner was set up in the high school library to provide a permanent place to honor the recipients and to provide inspiration to the students. Included with this program

description are three news releases which cover information on the program and include short biographies of the five inductees. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (EM)

**ED 239 342** EA 015 983

Awards of Excellence Program.

Oxnard School District, Calif.

Pub Date—83

Note—33p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academic Achievement, \*Awards, Community Support, Demonstration Programs, Elementary School Students, Intermediate Grades, Junior High Schools, Junior High School Students, Program Descriptions, \*Recognition (Achievement), \*School Business Relationship

Identifiers—PF Project, \*Sponsors

A program which recognizes outstanding scholastic achievement of students in grades 4-8 is described. The program is financed by contributions from local businesses. An overview of the program provides details on the successful efforts to obtain business sponsors along with a letter which solicits contributions and a program sponsor form. A booklet from the 1983 awards ceremony is included which lists the winners and the criteria for selecting winners in the following categories: reading, mathematics, writing, speech, music, gifted and talented education, patriotic essays, and special awards. Presenters of the awards and program sponsors are also listed in the booklet. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (DC)

**ED 239 343** EA 015 985

Positive Approach to Self-Discipline.

Lakeside Union School District, Calif.

Pub Date—84

Note—4p.; Prepared at Lindo Park School.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Citizenship Responsibility, Demonstration Programs, \*Discipline Policy, Educational Environment, Elementary Education, Elementary School Students, Guidelines, \*Improvement Programs, \*Incentives, Motivation Techniques, Parent Participation, Parent School Relationship, Playgrounds, Program Descriptions, Program Effectiveness, Recognition (Achievement), \*Rewards, \*Self Control, Student School Relationship

Identifiers—PF Project

Lindo Park School in Lakeside, California has designed a program to aid students in learning self-discipline and to cut down on playground behavior problems with a reminder/referral system. Those students forgetting to be good citizens are required to take the responsibility for their own actions by calling their parents and letting them know what happened. Special events are planned periodically for students who remember to obey the rules. Additional positive reinforcement for student effort and achievement is provided through "Happy Grams" written and personally delivered to students by the principal. Good citizens from each class are honored at a monthly flag ceremony which the parents attend. "Falcon Coupons" are given to those students "caught" being extra courteous or thoughtful. The students take these coupons to the office (providing a "positive" trip to the office) and the class with the most "Falcon Coupons" is allowed to keep a traveling prize for the following week. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (JW)

**ED 239 344** EA 015 986

Tell Me Tours.

Santa Maria Joint Union High School District, Calif.

Pub Date—84

Note—15p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Field Trips, High Schools, \*Inservice

Education, Program Descriptions, Recognition (Achievement), Scheduling, School Districts, \*School Personnel, School Statistics, \*School Visitation, \*Staff Orientation

Identifiers—\*Classified Staff, PF Project

A program description and supporting materials for the "Tell Me Tours" program of the Santa Maria Joint Union High School District (California) are presented. The program is described as mobile in-service training in which classified employees spend a day visiting two high schools, the district office, and several special programs in order to learn about district operations and to recognize the contributions and achievements of classified employees. Materials which are to be given to the participants include an overview of the program, a reprint from the staff newsletter which describes tour logistics, a schedule for the day, a "nice touch" memo which is to be used to recognize special courtesies or a job done well, a form for evaluating the tour, a page which lists facts and figures about the district, and maps of the two high schools to be visited. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (DC)

ED 239 345

EA 015 987

Bring a Parent to Lunch

Folsom-Cordova Unified School District, Folsom, CA.

Pub Date—83

Note—5p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Demonstration Programs, Elementary Education, \*Lunch Programs, \*Parent Participation, \*Parent School Relationship, Parent Student Relationship, Program Descriptions

Cordova Villa and Reymouth Schools (Folsom-Cordova Unified School District, California) have developed a program to accomplish a positive community involvement in the educational process by inviting parents to enjoy lunch and to use the playground facilities with their children during the lunch hour. Parents have a chance to talk to their children on the school grounds about school activities, and working parents can observe their children's educational environment in a short period of time without interrupting their own working schedules. During the lunch hour, the staff and parents have an opportunity to become better acquainted and to establish positive communications between home and school. Parents' reservation forms for the lunch program are sent home at the beginning of the week and returned by Wednesday. The cafeteria staff is informed of the number of expected guests. On Thursday parents receive reminders with a list of "Dos and Don'ts" for parents to help prevent interruptions of classroom activities. A sample reservation form, and two sample reminders each with a list of the "Dos and Don'ts" guidelines are included in this document. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (EM)

ED 239 346

EA 015 989

Community Goal-Setting Process.

Placentia Unified School District, CA.

Pub Date—84

Note—3p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Community Involvement, \*Conferences, Demonstration Programs, \*Educational Needs, \*Educational Objectives, Elementary Secondary Education, \*Needs Assessment, Parent Participation, Program Descriptions, School Community Relationship, \*School Districts, Student Participation, Teacher Participation

Identifiers—\*Goal Setting, PF Project

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: Districts are currently searching for methods to do something about the many problems facing education. Dwindling resources, a lessening of public confidence, and a rapidly changing world all make the search for a better way an urgent one. Continuing a district tradition of taking a pro-active role in addressing the problems facing education today, the Board of Education approved a series of community goal-setting conferences. The community conferences involved over 350 parents,

students, community members and staff at a three-Saturday conference to identify district needs and establish community and district goals. The goals with supporting statements were subsequently adopted by the Board of Education for inclusion in the district master plan. The Community Conference can serve as a meeting place for the great diversity of ideas about what our schools should be doing and how they should go about it. Those who participate in school-community conferences will be provided the opportunity to have their say and they will have made a commitment to the success of the educational venture. Those with complaints about their school will have had their opportunity to express their feelings. Those with responsible ideas will have had their input. Every participant will have been heard. On a Saturday morning, or at another time convenient for the community, one hundred or more persons gather at a school or school cafeteria for an opportunity to exchange their ideas and their feelings about their district. Participants sit in groups of about 8 persons—wherever they wish and with whomever they wish. Each group responds in writing to the questions, "What should [Placentia Unified] School District be doing for the students?" The groups work for about 30 minutes on the question, then their papers are exchanged with those of other groups—usually with as many as five other groups. Each group rates the comments of other groups and offers suggestions—all in writing. The originating groups receive their own papers back—loaded with comments, scores, and modifications. The originating groups then rewrite their comments and assign priorities on cards which are then placed in categories. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (Author)

ED 239 347

EA 015 990

Adopt a School.

Buena Park Elementary School District, CA.

Pub Date—84

Note—4p; Two newspaper articles were removed due to copyright restrictions.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Community Involvement, Demonstration Programs, Elementary Education, Program Descriptions, \*School Business Relationship, School Community Relationship, \*Teacher Aides, \*Volunteers

Identifiers—\*Adopt a School, PF Project

The Carl E. Gilbert School (Buena Park, California) was officially "adopted" by Kraft Foods, Incorporated, in November 1982, creating a community partnership between business and education. Fifty-two Kraft employees volunteered to donate their time for 1 hour a week to help teachers of the kindergarten through the sixth grade. They assisted by working with individuals or small groups of students; by listening to children read; and by assisting with mathematics, computers, physical education, and art. While the program is concerned mainly with people, not dollars, a true partnership and community effort was evidenced when the student council, Parent Teacher's Organization, and Kraft Foods all donated money to provide a marquee for the front of the school. According to a school program evaluation survey conducted in May 1983, the Adopt-A-School Program was the only school-level service which received a 100% positive response in the "high" rating column. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (JW)

ED 239 348

EA 016 292

Peterson, Paul E. And Others

Organizing Schools in Pluralist America, 1870-1940. Final Report.

National Opinion Research Center, Chicago, Ill. Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—[83]

Grant—NIE-G-78-0100

Note—402p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors—Administrator Attitudes, Curriculum Development, \*Educational Change, \*Educational Development, Educational Discrimination,

Educational Equity (Finance), \*Educational Finance, \*Educational History, Educational Trends, Elementary Secondary Education, Equal Education, Governance, Immigrants, \*Politics of Education, Racial Discrimination, Resource Allocation, School Administration, Superintendents, Tables (Data), Teacher Recruitment, \*Urban Education

Identifiers—Georgia (Atlanta), Illinois (Chicago)

This three-part study of the history of urban education considers the contemporary relationship between school and society, the politics of education, and urban educational reform in Atlanta, Georgia, and Chicago, Illinois. Part I suggests that the contemporary educational system contributes more to social mobility and social change than revisionist writings allow. Part II examines the politics of 19th and 20th century school finance in the United States; suggests that curricular reforms resulted from the response of middle class reformers to challenges from rival institutions; considers equity in the allocation of school resources and in teacher recruitment; and examines the extent to which race politics and race relations in urban education were resolved very differently for Asian and African immigrants than for European immigrants. Part III considers the many educational reforms in Atlanta; the Chicago Otis Law; the contrasting policies of three Chicago superintendents who were all considered reformers; the Chicago financial crisis of the 1930s; and the relationship between the early years of America's urban educational system and the great growth and reform after World War II. Relevant tables and illustrations accompany the document. (PB)

ED 239 349

EA 016 302

Sistrunk, Walter E. Guin, Mary Linda

Federal Litigation Arising from Personnel Practices of Southern School Boards from 1970 through 1981 in the Fifth Circuit Court of Appeals Area.

Pub Date—Nov 83

Note—40p; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 1983).

Pub Type—Legal/Legislative/Regulatory Materials (090) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Board of Education Policy, \*Court Litigation, \*Desegregation Litigation, \*Due Process, Educational Administration, Equal Education, \*Federal Courts, Federal Legislation, Government School Relationship, Public Schools, School Law, \*Teacher Dismissal

Identifiers—Brown v Board of Education, \*United States (South)

This paper offers administrators, teachers, and school boards an introduction to legal issues surrounding teacher dismissal and school desegregation and summarizes a study of all teacher dismissal cases heard from 1970 through 1981 in the Fifth Circuit Court of Appeals. Most of the report is devoted to an overview of the historical development of the interpretation of the due process clause and to a review of landmark school desegregation and teacher dismissal cases involving due process rights. A compilation of teacher dismissal cases was analyzed for patterns of commonality among the court decisions with regard to the school system's dismissal procedures. Due generally to an inadequate number of decisions, no patterns of commonality were found in cases charging violation of teachers' First Amendment rights or involving teacher dismissals alleging incompetence, immorality, insubordination, or felony conviction. A pattern of commonality was found among decisions involving the due process procedures followed by districts, with those closely following relevant statutes usually upheld, and those diverging from the statutes usually found unreasonable or arbitrary. In contract nonrenewal cases school systems were commonly upheld if they had adhered to state employment requirements or school board policies in contract procedures. General guidelines for ensuring due process are provided. (MJL)

ED 239 350

EA 016 307

Education for Business in Iowa: Curriculum and Reference Guide.

Iowa State Dept. of Public Instruction, Des Moines. Pub Date—83

Note—143p; Portions of document (tables, maps) will not reproduce due to small print. Brown ink on tan paper may affect reproduction.

Pub Type—Guides - Non-Classroom (055)



**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—\*Business Education, Business Skills, Career Education, Clerical Occupations, Course Content, \*Course Descriptions, \*Curriculum Design, \*Curriculum Development, Economics Education, Educational Resources, Education Work Relationship, Elementary Secondary Education, Marketing, Office Occupations Education, School Business Relationship, \*State Curriculum Guides, Vocational Education

Identifiers—\*Iowa

In recognition of the need to strengthen schools' efforts in developing students' awareness of the technological, consumer, occupational, recreational, and cultural aspects of business, this guide was compiled to provide information assisting those who design and implement curricula relating to business. The first division consists of statements by the Policies Commission for Business and Economic Education that specify guiding principles for developing a business education program and strategies for coping with expected future changes. Division 2 provides curricular models and course descriptions for four different business-related areas: basic business, office education (secretarial, administrative support, information processing), marketing education, and accounting. A section on business enrichment follows, including such areas as business mathematics, economics, career education, small business management, continuing (adult) business education, the cooperative method in vocational training, and multicourse programs. Division 3 covers special resources, demands, and concerns affecting business education, such as students with special needs, professional organizations, sex equity, public relations, and program evaluation, followed by existing community college programs, certification requirements, and education agencies in Iowa. (TE)

ED 239 351

EA 016 308

Jones, Thomas H.

Private Schools and National Policy: A Comparative Study of Australia and the United States.

Pub Date—83

Note—179p; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 11-15, 1983). Portions of appendix may reproduce poorly due to broken or small print.

Pub Type—Reports - Research (143) — Opinion Papers (120)

**EDRS Price - MF01/PC08 Plus Postage.**

Descriptors—Catholic Schools, Comparative Education, \*Educational Policy, Elementary Secondary Education, \*Federal Aid, Federal Regulation, \*Financial Support, Foreign Countries, \*Government School Relationship, Parochial Schools, Politics of Education, Private Education, \*Private School Aid, Religious Education, School Choice, School Demography, School Support, Social Distribution, State Church Separation

Identifiers—\*Australia

Pursuant to the emerging political issue of government financial support for private schools in the United States, a study was made of the Australian system of educational finance, which includes substantial government aid to nongovernment schools. Following a historical analysis and typology of government educational policy in both countries, a composite profile of Australian policymakers' attitudes toward their federal government's school aid policies was derived from formal interviews with 10 Australian officials at levels ranging from school principal to minister of education, representing the three major school sectors—"government" schools, Catholic systemic, and independent nonsystemic schools. The 22 interview questions covered such issues as differences between government and nongovernment schools, government influence on operations, curriculum issues, achievement levels, fees, racial/ethnic demographics, political affiliations, and religious/secular issues. Contrary to expectations, a high degree of consensus was revealed among these educational leaders' opinions, despite their diverse affiliations. A summary of their views is provided, followed by the implications of the study for educational policy in America. If the federal government begins to aid private schools, the results will be (1) incentives for closer cooperation between public and private sectors; (2) greater parental satisfaction; and (3) a boom in religious education; but also (4) an increase in social segregation, as upper income groups are siphoned off from the public school system. (TE)

ED 239 352

Fulton, Robert E.

Strategies of Managing Budget Reductions.

Pub Date—Apr 83

Note—18p; Paper presented at the Annual Meeting of the National School Boards Association (San Francisco, CA, April 23-26, 1983).

Pub Type—Numerical/Quantitative Data (110) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Budgeting, Bus Transportation, \*Costs, Educational Administration, Educational Finance, Elementary Secondary Education, Lunch Programs, Money Management, Personnel Management, \*Retrenchment, \*School District Spending, School Maintenance, Summer Schools

Identifiers—\*Virginia (York County)

A tabular presentation of cost-cutting measures, this report by the school board chairman provides introductory data on York County Public Schools, Virginia, followed by the district's 1982-83 allocations and anticipated 5-year savings on a range of policies. Cost-saving personnel policies include employing part-time secondary teachers, combining elementary classes, eliminating some aide positions and hiring Chapter 1 aides to help with mathematics instruction, and reviewing sick leave usage. Money has been saved on summer school operations by reducing school hours and transportation services, cutting principals' contracts to 11 months, and charging tuition. A restructured transportation project and economical maintenance practices are outlined. Lunch program cost cutting is based on centralized purchasing and on the staff reductions and utility savings resulting from the adoption of disposable utensils. An energy reduction program has saved money, and a master school activity account generates interest. The advice of an insurance committee has enabled the district to save on premium payments. (MJL)

ED 239 353

EA 016 311

Parker, Lynn Cooney, Ed.

Doing More with Less: Innovative Ideas for Reducing Costs in the School Nutrition Programs.

Child Nutrition Forum, Washington, DC.

Pub Date—83

Note—42p; Photographs may not reproduce.

Available from—Publications, Food Research and Action Center, 1319 F Street, N.W., Suite 500, Washington, DC 20004 (\$10.00; discounted to \$7.50 each on orders of over 100 copies).

Pub Type—Collected Works - Proceedings (021) — Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Breakfast Programs, Community Relations, Computer Oriented Programs, Educational Administration, Educational Finance, Elementary Secondary Education, Federal Aid, \*Lunch Programs, \*Nutrition, \*Program Costs, \*Retrenchment, School Accounting, School Business Relationship, School Districts, School Personnel, Student Needs

Identifiers—Department of Agriculture

A condensation of ideas generated during the 1982 Conference on More with Less, this guide presents methods of saving money, increasing student participation, and influencing decision-makers to maintain school meal programs in the face of reduced federal support. For each topic, specific suggestions, a brief case study, and addresses of resource people are offered. The first three chapters cover saving money through collective purchasing, using Department of Agriculture commodities, and creative menu planning. Ways of enlisting the help of food service employees, computer applications to keeping food costs down, and cost-accounting and increasing food service volume are covered in the next three chapters. The final three sections are devoted to increasing student participation through effective merchandizing, public relations techniques for enhancing community support, and developing "internal advocates" for school lunch programs within administrative and decision-making structures. References to other information sources are appended. (MJL)

ED 239 354

EA 016 312

Bird, John A.

A Creative Approach to Planning That Works.

Pub Date—Mar 83

Note—9p; Paper presented at the Annual Meeting of the National Association of Independent Schools (Anaheim, CA, March 17-19, 1983).

EA 016 310

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150) — Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Educational Assessment, Educational Needs, Educational Objectives, \*Educational Planning, Elementary Secondary Education, Evaluation, Futures (of Society), \*Long Range Planning, Prediction, \*Private Schools, \*Trend Analysis

Identifiers—National Association of Independent Schools

The social and economic turbulence encountered from 1966 to 1977 was the major factor in the National Association of Independent School's (NAIS) developing a new long range planning process in 1977. The process is based upon the premise that an independent school must constantly evaluate itself against internal and external criteria. It does not have as a primary concern financial or facilities planning. The planning process assumes that preparation for the future involves conforming or reformulating mission and role in relation to an ability to assess changes. Assessment is central to the process and is qualitative, not quantitative. The planning process is carried out by a carefully selected group which begins by considering the widest range of trends in a brainstorming session. This group then divides into task forces that identify common future directions. From these common future directions, goals and implementation strategies are derived. This planning process is simple, flexible, and easily learned, and is made available by NAIS through workshops. (MD)

ED 239 355

EA 016 313

Firestone, William A. And Others

The Study of Regional Educational Service Agencies: Summary of Findings.

Research for Better Schools, Inc., Philadelphia, Pa. Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Sep 83

Note—17p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Administration, Curriculum Development, Elementary Secondary Education, \*Federal Regulation, Instructional Development, Leadership, \*Program Development, \*School Districts, \*Staff Role, \*State Departments of Education, \*State Legislation, Training

Identifiers—\*Regional Educational Service Agencies

Research for Better Schools studied regional educational service agencies (RESA's) to learn how they contribute to school improvement activities. This report outlines the variety of training and assistance services that RESA's provide to local school districts. Identifying two important conditions in the delivery of these services—trust and the availability of useful services—the report outlines the factors promoting this trust and availability of services. Since RESA's work with both local districts and the state, divergent interests can create tension. In most states, careful designwork and attention to the divergent expectations of those interested in the work of RESA's can ensure a constructive relationship between the education agency and the RESA. An annotated bibliography and a list of references are provided with the report. (MD)

ED 239 356

EA 016 314

Washington State Public Common School Enrollment Forecasts for 1983-85 Biennium Budget. Washington State Office of Financial Management, Olympia.

Pub Date—Jan 83

Note—88p; Some figures, tables, and appendixes will not reproduce due to small or blurred print.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—\*Budgeting, Dropout Rate, Economic Change, Elementary Secondary Education, Employment Patterns, Enrollment Influences, \*Enrollment Projections, \*Enrollment Rate, Enrollment Trends, Population Trends, Private Schools, Public Schools, \*School Demography, Tables (Data), \*Trend Analysis

Identifiers—\*Washington

This four-section report prepared by the Washington State Office of Financial Management examines the 1983-85 biennium budget forecasts for public common schools, total population and student movement in relation to economic cycles (over the

past 2 decades), trends in public and private school enrollment (over the past 2 decades), and school dropout trends (1952 to 1982). Section I considers factors influencing the downward revision of the forecasts, development of K-12 average annual FTE enrollment forecasts, and private school assumptions. Section II shows that net population movements into and out of Washington and economic growth have been cyclical over the past 2 decades. Section III, on trends in public and private school enrollment over the past 2 decades, examines total K-12 enrollment, public enrollment, private enrollment, distribution of enrollment in public and private schools, and other private school data. Section IV examines dropout indicators and trends, factors relating to dropout trends, and the impact of dropouts on estimating average annual enrollments in grades 9-12. Thirteen tables and 11 figures include data on enrollment, cohort change, and grade succession rates. Further tables and a figure appear in the appendix. (PB)

ED 239 357

EA 016 316

Rousseau, Denise M.

Theories of Levels in Organizational Science.

Pub Date—Aug 83

Note—29p; Paper presented at the Annual Meeting of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983) under the title, "Mixed-Level Models of Behavior in Organizations."

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Models, \*Organizational Theories, \*Research Methodology, \*Scientific Methodology, \*Scientific Principles, \*Systems Analysis, \*Systems Approach, \*Theories, \*Vertical Organization

This paper presents concepts and principles pertinent to the development of cross-level and multi-level theory in organizational science by addressing a number of fundamental theoretical issues. It describes hierarchy theory, systems theory, and mixed-level models of organization developed by organizational scientists. Hierarchy theory derives from the notion that complex systems exhibit hierarchical structure—a pattern of relations among levels—and offer a framework for cross-level predictions of organizational processes and activities. Systems theory describes similar characteristics of structure, process, and function shared by different entities. It can be used to derive organizationally relevant generalizations that include isomorphisms and processes operating at different echelons. Mixed-level models include composition models, cross-level models, and multilevel models. Issues of level in organizational research are a new frontier and expand the model of organizational science by integrating research areas and providing specific models of organizational behavior. An extensive bibliography is included. (MD)

ED 239 358

EA 016 317

King, Jodie

Planning the Elementary Principal's Year, or An Attempt to Keep Everyone Happy. ACSA Operations Notebook 27.

Foundation for Educational Administration, Burlingame, Calif.

Pub Date—Feb 81

Note—105p; The Foundation for Educational Administration is affiliated with the Association of California School Administrators (ACSA).

Available from—ACSA/Foundation Publications Department, 1575 Old Bayshore Highway, Burlingame, CA 94010 (\$4.75 plus \$1.00 postage and handling, prepaid or purchase order; California residents add applicable tax).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Administrator Guides, \*Administrator Responsibility, \*Administrator Role, \*Checklists, \*Elementary Education, \*Informal Assessment, \*Leaders Guides, \*Planning, \*Principals, \*Scheduling

This operations notebook is designed to assist elementary (and/or secondary) school principals in planning their school schedule, month by month, based on six major areas of administrative competency: (1) instructional leadership, (2) management, (3) human relations, (4) leadership, (5) political and cultural awareness, and (6) self-awareness. The format consists of monthly checklists of activities, from July to June, categorized according to the first four of these areas each month: curriculum and instruction, management, human relations, and lead-

ership. Within each category, the various activities are listed according to the demands of a principal's respective constituencies: students, staff, parents/community, district, and other agencies. Activities to complement the last two competencies—political/cultural and self-awareness—are not required in specific months, so they have been listed on year-long calendars at the end of the monthly checklists. Appendices provide (1) samples of various forms mentioned throughout, (2) a complete breakdown of administrative competencies, (3) a bibliography, (4) a personal activity plan, and (5) time management materials. (TE)

ED 239 359

EA 016 318

Guidelines for the Appraisal of Policies and Procedures Governing Discipline and the Control of Violence and Vandalism.

Foundation for Educational Administration, Burlingame, Calif.

Pub Date—82

Note—101p; The Foundation for Educational Administration is affiliated with the Association of California School Administrators (ACSA).

Available from—ACSA/Foundation Publications Department, 1575 Old Bayshore Highway, Burlingame, CA 94010 (\$7.50 plus \$1.00 postage and handling, prepaid or purchase order; California residents add applicable tax).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Administrator Responsibility, \*Behavior Standards, \*Codes of Ethics, \*Delinquency Prevention, \*Discipline, \*Discipline Policy, \*Elementary Secondary Education, \*Evaluation Criteria, \*Guidelines, \*Institutional Evaluation, \*Law Enforcement, \*Parent Responsibility, \*Punishment, \*Sanctions, \*School Security, \*School Vandalism, \*Student Responsibility, \*Student Rights, \*Teacher Responsibility, \*Violence

Identifiers—California

This guide has been prepared to assist school districts in self-appraisal of their policies governing discipline and control of violence and vandalism, and also to facilitate the development of new policies by providing model policies and procedures implemented in other school districts. Accordingly, the first section lists guidelines for policies governing responsibilities of the board of education, superintendent, school site administrators (i.e., principals), teachers, parents, and students with respect to discipline and control of violence. Discipline-related policy guidelines are also provided for staff development programs, alternative education, inter-agency involvement (between school boards and law enforcement officials), and communications among respective spheres of authority. Eight appendices provide 20 sample California school district policies governing student behavior, administrative regulations, student rights and responsibilities, alternatives to suspension, teacher and parent responsibilities, and school/law enforcement liaisons. A ninth appendix provides rating sheets for district self-evaluation. (TE)

ED 239 360

EA 016 319

How to Develop Board Policies for Small School Districts: Purpose, Process, Requirements, Categories, References.

Association of California School Administrators.

Pub Date—79

Note—20p; Written as one of the projects sponsored by the ACSA Small School District Superintendents' Committee during the 1978-79 school year.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Board of Education Policy, \*Databases, \*Decision Making, \*Educational Policy, \*Elementary Secondary Education, \*Guides, \*Revision (Written Composition), \*Small Schools, \*Superintendents

Prepared as a guide for developing new policies and revising existing ones, this report recognizes the need for assisting superintendents and school boards in small school districts in the improvement of board policies. Effective policies and regulations are precise and clear, consistent in style and format, readable, and regularly updated. Board policies fill several needs; they function as a guide for board decision-making, as policy for discretionary action, as a statement of position and a focus for change, and as explanation of policy implementation. The guide outlines steps in the process of building board

policies from the development of the database to the prioritization of categories to be considered. Because small districts usually cannot afford consultants to develop their written policy, a detailed outline is provided that breaks down the various functions required in the development of a policy manual. One of the most important functions in policy establishment is making sure that legal requirements are reflected in board policies. Lists of resources, references, and policy categories are included. (MD)

ED 239 361

EA 016 320

McDermott, Betty And Others

The Role of the Confidential Employee as a Member of the Management Team. ACSA Operations Notebook 28.

Foundation for Educational Administration, Burlingame, Calif.

Pub Date—Apr 81

Note—78p; The Foundation for Educational Administration is affiliated with the Association of California School Administrators (ACSA). This publication is a project of the Classified Manager/Confidential Employee Committee of ACSA. Available from—ACSA/Foundation Publications Department, 1575 Old Bayshore Highway, Burlingame, CA 94010 (\$4.75 plus \$1.00 postage and handling, prepaid or purchase order; California residents add applicable tax).

Pub Type—Guides - Non-Classroom (055) - Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Administrator Attitudes, \*Educational Administration, \*Elementary Secondary Education, \*Employee Attitudes, \*Employer Employee Relationship, \*Interpersonal Communication, \*Management Teams, \*Participative Decision Making, \*Personnel Management, \*Personnel Policy, \*Salaries, \*School Districts, \*School Personnel, \*School Secretaries, \*Staff Development, \*Strikes, \*Superintendents

Identifiers—California, Classified Staff, \*Confidential Employees, \*Rodda Act (California)

Compiled in response to California legislation excluding confidential employees (staff whose jobs involve access to information regarding employer-employee relations) from collective bargaining units and authorizing districts to expand their management teams to include confidential employees, this handbook defines the role of the confidential employee and prescribes attitudes and training necessary to fulfill it. Collected here are (1) a reprint of an essay by a confidential employee emphasizing the common interests of confidential, classified, and certificated employees in management teams and (2) narratives by two confidential employees who faced teachers' strikes. In other articles, the central role of the superintendent in effectively integrating confidential employees into the management team is underscored, and confidential employees are advised of methods of enhancing their superintendent's image in the community and steps to bridge the gap between classified staff and management. Ways to help administrators and classified staff break down their stereotypes of each other and methods of dealing with potential tensions between confidential and other classified staff are suggested. The rights of confidential employees are summarized and techniques for successfully asking for a raise outlined. Also included are sample personnel policies for confidential employees and the results of a comparative survey of district personnel policies. (MJL)

ED 239 362

EA 016 321

Barriers to Private Sector Public School Collaboration. A Set of Exploratory Papers Commissioned by the National Institute of Education and the American Enterprise Institute for Public Policy Research.

American Enterprise Inst. for Public Policy Research, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—2 Jun 83

Note—220p; Portions of text may reproduce poorly due to blurred or broken print.

Pub Type—Opinion Papers (120) - Collected Works - General (020)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—\*Business, \*Computer Assisted Instruction, \*Cooperative Education, \*Cooperative Programs, \*Coordination, \*Educational Economics, \*Education Work Relationship, \*Elementary Sec-

ondary Education, Financial Support, Insurance Companies, Legal Responsibility, Managerial Occupations, Politics of Education, \*Private Financial Support, \*School Business Relationship, School Community Relationship, \*School Involvement, School Support

Identifiers—AETna Institute for Corporate Education, Control Data Corporation Computers

Six exploratory papers by different authors from both the corporate sector and the public school systems present several relevant perspectives on business/education collaboration. The first, by Dr. Marsha Levine (who also provides the introduction to the collection), suggests three analytic frameworks for planning and implementing public/private ventures: (1) interinstitutional collaboration, (2) public-private partnership, and (3) a systems approach, relating schools to external organizations. The second, by Maurice Leiter of the United Federation of Teachers, takes a pragmatic view of public and private entities' shared reliance on a prosperous economy. The third, by Larry Cuban, a former school superintendent, identifies conflicting interests in corporate involvement with public schools, balanced by a shared concern for developing students' problem-solving skills. Richard Caldwell, in the fourth paper, identifies legal barriers to corporate involvement in public schools, the most significant being the question of equitable distribution of corporate resources in educational aid. The corporate view is presented in the fifth and sixth papers by representatives, respectively, of Control Data Corporation (Marcia Appel and Susan Schilling) and AETna Institute for Corporate Education (Badi Foster and David Rippey). The former sees computer-based education as requiring fundamental changes in the relationship among education, business, and government, while the latter describes AETna's external programs and establishes criteria for collaboration: accommodation, reciprocity, standards, and communication. (TE)

ED 239 363 EA 016 322

Kirkpatrick, Samuel A.

Educational Administration and the Social, Policy, and Administrative Sciences.  
Iowa Univ., Iowa City. Inst. for School Executives.  
Pub Date—Oct 83

Note—9p.; An earlier version of this paper was presented as the Walter Cocking Lecture at the Annual Meeting of the National Conference of Professors of Educational Administration (37th, Missoula, MT, August 1983).

Journal Cit—Executive Review; v4 n1 Oct 1983  
Pub Type—Opinion Papers (120) — Collected Works - Serials (022) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Administrator Education, Business Administration Education, Decision Making, Educational Administration, \*Educational Policy, Higher Education, \*Policy Formation, Politics, Public Administration Education, Social Science Research

Identifiers—\*Policy Research

The politics of education has been ignored in educational administration programs; it has been not enough taught in American programs for educational administrators and not enough emphasized in discussions of administrative roles. Administration increasingly includes political as well as rational decisions. Thus, administrators need a unified study of policy research to help incorporate decision-making information from various social sciences. Such a policy science is now being developed and, despite its present neglect, should influence the curriculum of educational administration programs in the future. However, simply introducing social science into educational administration curricula would be insufficient; a specialized body of knowledge that includes the particular problems and solutions of educational administrators must be developed. To this end, empirical studies of educational policy-making must be considered together with theories of professional practice. A unified theory of administrative practice might best arise from comparing the standards and morphologies of public, business, and educational administration programs; a better integration of administrative programs would clarify and support policy research in educational administration. (JW)

ED 239 364 EA 016 323

Chand, Krishan

The Current Trend of the Job Description of

School Superintendents in the United States.  
Report of a Study.

Pub Date—83

Note—18p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Characteristics, \*Administrator Qualifications, Administrator Responsibility, Administrator Role, Elementary Secondary Education, Leadership Qualities, \*Occupational Information, School Personnel, \*Superintendents, Supervisor Qualifications

From a sample of over 1,000 advertisements for school superintendent positions, this study compiles a list of qualifications and tasks required of most superintendents and indicates the trends in school board expectations of superintendents. The author first notes the degree of education preferred by school boards in their superintendents and then analyzes the work experiences generally required of candidates for superintendent positions. The tasks and personal qualities expected of practicing superintendents are detailed, as well. Despite the wide differences in school size and location, no significant relationship was found between demographic variables and requirements of those seeking superintendent positions. (JW)

ED 239 365 EA 016 324

McCarthy, Joseph M.

Training School Administrators: Registration Report to the Massachusetts Board of Education.  
Book I: Supervisor/Director Program.

Suffolk Univ., Boston, MA. Dept. of Education.  
Pub Date—Sep 83

Note—153p.; For Book II, see EA 016 325.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—\*Accreditation (Institutions), \*Administrator Education, Administrator Qualifications, Course Descriptions, \*Curriculum Guides, Educational Administration, Middle Management, State Boards of Education, \*State Standards, Supervisor Qualifications

Identifiers—Massachusetts, Massachusetts Board of Education, \*Suffolk University MA

This report, the first of a two-volume work, was prepared in response to the 1979 edition of the Massachusetts Board of Education's "Regulations for the Certification of Educational Personnel." Specific sections of the regulations are set off in boxes, each of which is followed by explanations of the ways in which the program addresses that section. The M.Ed. program in administration and supervision as it applies to middle management students is described. Part I, "General Provisions," describes the appropriateness of the program to state regulations governing characteristics of a prepracticum and practicum, supervision of a practicum, reporting, and certification. Part II describes how institutional programs meet state standards for administration, evaluation, faculty qualifications and responsibilities, instructional resources, admission and retention of students, advising and counseling, and relations with cooperating schools. Part III describes individual program requirements for the supervisor/director program, in relation to state standards. Fifteen appendices provide course syllabi, advising and evaluation forms, and assorted reference materials. (TE)

ED 239 366 EA 016 325

McCarthy, Joseph M.

Training School Administrators: Registration Report to the Massachusetts Board of Education.  
Book II: School Principals Program.

Suffolk Univ., Boston, MA. Dept. of Education.  
Pub Date—Sep 83

Note—146p.; For Book I, see EA 016 324.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Accreditation (Institutions), \*Administrator Education, Administrator Qualifications, Course Descriptions, \*Curriculum Guides, Educational Administration, Elementary Secondary Education, \*Principals, School Administration, State Boards of Education, \*State Standards

Identifiers—Massachusetts, Massachusetts Board of Education, \*Suffolk University MA  
This report, the second of a two-volume work, was prepared in response to the 1979 edition of the Massachusetts Board of Education's "Regulations for the Certification of Educational Personnel." Specific sections of the regulations are set off in boxes, each of which is followed by explanations of the ways in which the program addresses that section.

The M.Ed. program in administration and supervision as it applies to students aspiring to be school principals is detailed. Part I, "General Provisions," describes the appropriateness of the program to state regulations governing characteristics of a prepracticum and practicum, supervision of a practicum, reporting, and certification. Part II describes how institutional programs meet state standards for administration, evaluation, faculty qualifications and responsibilities, instructional resources, admission and retention of students, advising and counseling, and relations with cooperating schools. Part III describes individual program requirements for the school principal program, in relation to state standards. Fifteen appendices provide course syllabi, advising and evaluation forms, and assorted reference materials. (TE)

ED 239 367 EA 016 326

Standards for Georgia Public Schools, 1983 (Current and Proposed).

Georgia State Dept. of Education, Atlanta. Office of Planning and Evaluation.

Pub Date—83

Note—33p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Board of Education Policy, Educational Policy, Elementary Secondary Education, Evaluation, \*State Standards

Identifiers—\*Georgia

This compilation of Georgia standards for public education targets two types of standards: those required of a school or local school system and those for field-test purposes (for possible future standards). Standards are stated briefly and accompanied by interpretations and references to Georgia law or Georgia Board of Education policy. Space is provided for schools and systems to respond to each standard by answering yes, no, or n/a in order to evaluate their own compliance. (JW)

ED 239 368 EA 016 327

Labaree, David F.

Setting the Standard: The Characteristics & Consequences of Alternative Student Promotional Policies.

Citizens Committee on Public Education in Philadelphia, PA.

Spons Agency—Philadelphia Foundation, Pa.; Samuel S. Fels Fund, Philadelphia, Pa.

Pub Date—[83]

Note—55p.; For the executive summary, see EA 016 328. Prepared for the Promotion Standards Committee.

Available from—Citizen's Committee on Public Education in Philadelphia, 311 South Juniper Street, Room 1006, Philadelphia, PA 19107 (single copies free; quantity requests by arrangement).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Academic Achievement, Educational History, Educational Research, Elementary Secondary Education, Flexible Progression, \*Grade Repetition, Social Values, Student Placement, \*Student Promotion

Identifiers—\*Merit Promotion, \*Social Promotion

Examining student promotion standards in American education, the author reviews the origins and history of the shift between merit promotion (which advances students based on demonstrated skill competence) and social promotion (which advances students in response to their social needs). Case studies of promotional policies are provided for schools in Philadelphia, New York City, Baltimore, Washington, D.C., Chicago, and Milwaukee; analyses of their promotional standards are based on seven criteria. While the national movement toward raising student promotional standards is based on the assumption that there is a relation between promotion and performance, the author outlines how research evidence is inconclusive. Current empirical literature on the subject leaves only one conclusion: there is no valid evidence demonstrating that either promotion or retention has any significant impact on low achieving students. Nevertheless, the author provides suggestions for implementing higher standards in promotional policies. Concluding that there is an absence of evidence clearly defining one form of promotional policy as most effective, the author points out that the choices must be made on the basis of social values. (MD)

ED 239 369 EA 016 328

Labaree, David F.



# Setting the Standard: The Characteristics & Consequences of Alternative Student Promotional Policies. Executive Summary.

Citizens Committee on Public Education in Philadelphia, PA.

Spons Agency—Philadelphia Foundation, Pa.; Samuel S. Fels Fund, Philadelphia, Pa.

Pub Date—[83]

Note—19p.; For the full report, see EA 016 327. Available from—Citizen's Committee on Public Education in Philadelphia, 311 South Juniper Street, Room 1006, Philadelphia, PA 19107 (single copies free; quantity requests by arrangement).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Educational History, Educational Research, Elementary Secondary Education, \*Grade Repetition, Social Values, Student Placement, \*Student Promotion

Identifiers—\*Merit Promotion, \*Social Promotion

Highlighting significant findings and discussing the debate between merit promotion and social promotion, this executive summary presents the main findings and concepts detailed in a larger report on student promotion standards in American education. It outlines the movement toward developing higher promotion standards and summarizes studies of the five school systems evaluated for the report. It concludes by stating that, in the absence of evidence showing one form of promotional policy to be most effective, the choice of merit promotion or social promotion must be made on the basis of social values. (MD)

ED 239 370 EA 016 329

Geering, Adrian D.

Professional Development Needs of School Principals.

Pub Date—82

Note—77p.; Paper presented at the Annual Conference of the Australian Council for Educational Administration (9th, North Ryde, New South Wales, Australia, August 29-September 3, 1982).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Administrator Characteristics, Administrator Evaluation, \*Competence, Elementary Secondary Education, Participant Characteristics, Personnel Evaluation, \*Principals, \*Professional Development, \*Research Design

polling and comparing the perceptions of principals, office staff, and teachers, the author focuses on the design of his study, which was intended to evaluate behaviors and competencies considered vital to school principals and to cite areas for professional development. Such professional development needs, sought by the large midwestern school district surveyed, were determined by noting the mean responses of the groups of participants, who rated behaviors and competencies of principals for their present levels in the district and their importance as administrative skills. In the survey instrument, 12 behaviors (taken from National Association of Secondary School Principals (NASPP) assessment instruments) and 12 areas of competency encompassing 72 skills (selected by central office staff members at participating schools) were used. The discrepancies in perceptions among the three groups interviewed indicated the need for inservice training for principals in several areas of behavior and competence. (JW)

ED 239 371 EA 016 330

Educational Voucher Demonstration Archive:

Project-Level Documentation.

Leinwand (C.M.) Associates, Inc., Newton, Mass. Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—31 Mar 80

Note—121p.; Tables may reproduce poorly due to small print.

Pub Type—Reports - Research (143) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Academic Achievement, Budgeting, Community Support, \*Computer Programs, Databases, Decentralization, \*Demonstration Programs, \*Documentation, Educational Administration, Educational Finance, \*Educational Vouchers, Elementary Secondary Education, Magnet Schools, Parent Attitudes, Political Influences, Private Schools, \*Program Implementation, Program Validation, Public Education, Racial Integration, School Choice, School De-

mography, Statistical Analysis, Student Characteristics, Teacher Attitudes

Identifiers—\*Alum Rock Union School District CA, Childrens Self Social Constructs Test, \*Elementary Education Voucher Demonstration, Rand Corporation

This report describes the Educational Voucher Demonstration, serves as a guide for its documentation, and offers an extensive bibliography. Part I gives background information and summarizes the implementation of the Alum Rock Demonstration based on a transitional voucher model and involving six public schools, each offering at least two distinct "minischool" programs. The Rand Corporation's evaluation plan defining the project's hypotheses and assessing political, social, economic, and educational outcomes within a framework of 12 information categories and 40 outcome dimensions is discussed. The types of data collected for each outcome dimension and the data analysis techniques used are summarized in tables. The incremental implementation of the demonstration is analyzed year by year. In addition to describing archive files, part 2 summarizes substudies including: (1) the creation of a demographic database; (2) parent and community surveys addressing parental information levels, schooling decisions, and attitudes; (3) surveys of teacher attitudes toward parental choice and the demonstration; (4) the Metropolitan Achievement Test; and (5) the Children's Self-Social Construct Test. Also provided is a programmer's guide offering descriptions of linkage variables to assist in merging existing archive files to produce new analysis files. (MJL)

ED 239 372 EA 016 331

Thayer, Arthur N., Comp. And Others

A Digest of Ideas for Implementing the Management Team: Or, How We All Have Our Say If Not Always Our Way.

Association of California School Administrators.

Pub Date—May 80

Note—247p.

Available from—ACSA/Foundation Publications Department, 1575 Old Bayshore Highway, Burlingame, CA 94010 (\$5.50 plus \$1.00 postage and handling, prepaid or purchase order; California residents add applicable tax).

Pub Type—Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Administrative Organization, Administrator Guides, \*Board of Education Policy, Collective Bargaining, Educational Administration, Elementary Secondary Education, Fringe Benefits, Group Dynamics, Interpersonal Communication, \*Management Development, \*Management Teams, \*Participative Decision Making, Personnel Evaluation, \*Personnel Policy, Principals, Salaries, School Personnel, Superintendents, Teamwork

Identifiers—\*California, Confidential Employees, Rodda Act (California), Winton Act

Collecting information from sources including periodicals, regulations, and California school district documents, this guide offers a variety of suggestions for establishing strong management teams. After a brief account of the evolution of the management team in California, an essay underscoring the importance of commitment for effective management teams and regulations defining and regulating the management team are reprinted. Some recommendations made for leadership teams and reapplied to the management teams which replace them precede outlines of management team organization in eight districts. The next section incorporates articles proposing methods of enhancing trust, confidence, working relationships, and two-way communication. The characteristics of the effective group are defined and management meeting guidelines provided. Several districts and organizations offer aids for improving decision-making skills. Self-assessment techniques, sample evaluation policies for members of management teams, and materials on inservice management development are offered. A clarification of the distinction between the management team and the local management association precedes a discussion of school management teams. Management team compensation policies are reviewed. A description of available Association of California School Administrators services includes a short bibliography. Alternative district personnel policies for management teams are presented and some districts with separate policies for confidential employees listed. (MJL)

ED 239 373

EA 016 332

Caring for the Campus Physical Plant.

Educational Facilities Labs., Inc., New York, N.Y. Spons Agency—Carnegie Corp. of New York, N.Y.

Report No.—ISBN-0-88481-249-9

Pub Date—82

Note—45p.; The Educational Facilities Laboratories are a division of the Academy for Educational Development, New York, NY.

Pub Type—Reports - General (140) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Budgeting, \*College Buildings, College Environment, Computer Oriented Programs, Cost Effectiveness, Custodian Training, \*Educational Facilities Improvement, Educational Finance, Educational Planning, Energy Conservation, Facility Inventory, \*Facility Planning, Facility Utilization Research, Higher Education, Institutional Administration, Resource Allocation, \*Retrenchment, \*School Maintenance, Space Utilization

Identifiers—\*Deferred Maintenance

Contending that the physical plants of colleges and universities are deteriorating and inadequately fit existing institutional programs, this report diagnoses causes underlying this neglect and recommends strategies for upgrading campus care and management. Pointed out as fundamental problems are: lack of integration of physical plant concerns with the institution's broader mission; the low priority given physical plant needs; the isolation of the physical plant director from institutional decision-making; lack of awareness of requisite funding; ineffective management of physical plant staff; and inefficient use of institutional facilities. When these issues have been addressed, facility requirements can be integrated into academic planning. It is recommended that a facilities planning group be established to break down the isolation of the plant department and that the support of top administrators and trustees be enlisted. A thorough physical plant audit on which budgeting can be based is prescribed. Proposed methods of improving plant department management include setting work objectives, establishing training programs and advancement incentives, and considering contracting out services. Analyzing the fit between programs and facilities and allocating space accordingly are advised. A comprehensive energy management program comprising an energy audit and conservation measures is recommended, and some computer-based models for financial planning are described. (MJL)

ED 239 374

EA 016 333

Wood, Fred H., And Others

A National Assessment of Value and Neglected Staff Development Practices.

Pub Date—Apr 83

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 11-15, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Practices, Educational Principles, Inservice Education, Maintenance, \*Models, Professional Development, Program Descriptions, \*Program Design, \*Program Development, \*Program Implementation, Questionnaires, Readiness, Research, \*Staff Development, Surveys, Training Methods

Identifiers—\*RPTM Model

A recent model for the design of staff development programs for educators includes 5 stages—readiness, planning, training, implementation, and maintenance—each of which is defined by a set of 4 to 11 practices. To test this model and the relative merits of its 38 practices and its underlying assumptions, a national questionnaire survey of over 400 professors and practitioners with staff development expertise was conducted in spring 1981. Practitioners and professors responding (over 80 percent) indicated strong support for all 38 practices and agreed that 9 of them were essential (including developing a positive school climate before starting a staff development effort and having the school staff adopt and support the goals of a school improvement program) and that 19 were neglected. The most neglected practices emerged in the areas of readiness, implementation, and maintenance. (JBM)

ED 239 375 EA 016 334

**Federal Involvement in Education: In Pursuit of Equity and Quality.**Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.  
Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—83

Note—9p.

Available from—Publications, Institute for Research on Educational Finance and Governance, CERAS Building, Stanford University, Stanford, CA 94305-1691.

Journal Cit—IFG Policy Notes; v4 n4 Fall 1983

Pub Type—Opinion Papers (120) — Collected Works - Serials (022) — Information Analyses (070)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Block Grants, Categorical Aid, \*Court Litigation, Educational Equity (Finance), \*Educational Finance, Educational Quality, Elementary Secondary Education, \*Federal Aid, Federal Government, Futures (of Society), Government Role, \*Government School Relationship, Private School Aid, \*Public Policy, School Funds, \*State Federal Aid, Taxes

Identifiers—Education for All Handicapped Children Act, Mueller v Allen, \*New Federalism

Although federal involvement in education has been reduced in the 1980's under the Reagan Administration's "New Federalism," it is far from clear that state and local governments are willing and able to adequately compensate for this decreasing involvement to ensure educational equity and quality. In the current debate over federalism, three types must be distinguished: "doctrinal federalism," which describes how levels of government ought to relate to each other; "functional federalism," which defines how such levels actually do relate to each other; and "strategic federalism," which emphasizes the ways one level of government manages to influence another. The history of the enactment of the "Education for All Handicapped Children Act" (1976) demonstrates the extent to which educational issues raised initially at local levels may assume national importance through court litigation. Recent research into the effectiveness of various intergovernmental grant proposals and the decision in the Minnesota case of "Mueller vs. Allen" in favor of tax deductions for parents sending their children to private schools suggest that responsibility for the future of education should be shifted away from the courts to become more a matter of public policy debate. (JBM)

ED 239 376 EA 016 335

**A Challenge for Action: National Leadership & Involvement in Education.**

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Pub Date—83

Note—5p.

Available from—Publications, Institute for Research on Educational Finance and Governance, School of Education, CERAS Building, Stanford University, Stanford, CA 94305-1691 (free).

Journal Cit—IFG Policy Perspectives; Fall 1983

Pub Type—Opinion Papers (120) — Collected Works - Serials (022)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Educational Change, Educational Policy, \*Educational Quality, Elementary Secondary Education, Federal Aid, \*Federal Government, \*Government Role, \*Government School Relationship

One of the major deficiencies of the recent educational reports calling for educational reform is the failure to suggest ways of using the federal role to meet the national interest. Seven dimensions of national social, economic, and political commitment that are linked to education are: (1) expansion of equality of opportunities for the disadvantaged, handicapped, and minorities; (2) promotion of economic growth and full employment; (3) minimization of spillover costs among states and regions; (4) maintaining cultural and scientific progress; (5) ensuring an effectively functioning democracy; (6) defense of the nation; and (7) educational research and development. Under federalism the responsibilities of government are divided and the federal government can only influence educational policy indirectly. However, there are four policy levers that the federal government can use to meet national educational concerns: leadership, educational services,

grants-in-aid, and litigation. (MLF)

ED 239 377 EA 016 336

Kornski, P. Kenneth

**4xE=Equitable Electronic Educational Excellence.**

National School Boards Association, Washington, DC. Educational Policies Service.

Pub Date—Nov 83

Note—4p; Adapted from remarks to the Council of Chief State School Officers (Albany, NY, August 2, 1983).

Journal Cit—Updating School Board Policies; v14 n10 p1-3 Nov 1983

Pub Type—Opinion Papers (120) — Journal Articles (080)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Computer Assisted Instruction, \*Computer Literacy, Copyrights, \*Educational Technology, Elementary Secondary Education, \*Equal Education, \*Microcomputers, School Security, Video Equipment

Identifiers—Computer Security, Computer Selection, ComputerTown

Policy strategies for integrating microcomputers into public school curricula in a manner conducive to quality control and social equity are described. Educators should establish and maintain standards of excellence for instructional software, evaluating it prior to purchase, informing parents of purchasing criteria, and providing a list of school-approved software for home use. Equal access to educational technology can be promoted by a parent training program, coupled with agreements with computer vendors to provide discounts on school-compatible models and/or a pool of computers available on loan to low income parents who complete the training. These combined strategies can help policymakers manage the direction of the ongoing transformation so that educational technology is accessible to rich and poor alike as public schools interact with public libraries and the private sector to provide high quality electronic educational resources for all. (TE)

ED 239 378 EA 016 337

Bernhardt, Victoria L. And Others

**Seattle's Small-Area Approach to Forecasting Enrollments at the School Level.**

Pub Date—Apr 83

Note—29p; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 11-15, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Attendance, \*Computer Oriented Programs, Declining Enrollment, \*Educational Facilities Planning, Elementary Secondary Education, \*Enrollment Projections, Linear Programming, Mathematical Models, Regression (Statistics), \*Research Methodology, Research Problems, Residential Patterns, School Closing, \*School Demography, School Desegregation, School Districts, School Holding Power

Identifiers—Markov Processes, \*Seattle Public Schools WA, \*Small Planning Units

The issues of achieving school desegregation and providing programs for students with special needs, while at the same time facing enrollment declines, have forced school administrators to improve techniques for projecting demand. This paper describes a new procedure that combines forecasting of enrollments and management of facilities and that has been successfully implemented for the Seattle, Washington, Public Schools. The Seattle system prepares its forecasts for a relatively small local unit called the "small planning unit" containing from 50-100 students each. Five-year projections are prepared for each small area, and are then aggregated to prepare forecasts for large geographical areas and for attending schools. Advantages to this approach claimed for planners are that (1) it allows for easier simulation of policy alternatives, (2) small units provide a welcome sensitivity to neighborhood activity, and (3) the use of small-area forecasts allows continuous refinement of the models in response to actual results. Some results are reported that support the planning technique. The mathematical procedures for the forecasting model used with small planning units are in the appendix. (MLF)

ED 239 379 EA 016 339

Scott, Roger O.

**Achieving Curriculum Alignment in Schools.**

Pub Date—Apr 83

Note—12p; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 11-15, 1983).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Academic Achievement, \*Basic Skills, Change Strategies, \*Core Curriculum, Course Content, \*Curriculum Design, Curriculum Development, \*Curriculum Evaluation, Educational Change, \*Educational Objectives, Elementary Education, \*Elementary School Curriculum, Instructional Development, School Administration, School Effectiveness, Teacher Role, Urban Schools

Identifiers—\*Los Angeles Unified School District CA

Five years ago Los Angeles Unified School District administrators began efforts to ensure that teachers teach students what they are expected to learn and test them accordingly. The initial stage of this projected curriculum alignment was first of all to define the essential skills to be taught in the elementary grades and provide a list of these skills for each teacher; the second step was to develop a means of assessing student progress; the third was to develop an easy-to-use system for scoring and presenting data. Four years later, 238 schools and more than 7,000 teachers are participating in the instructional planning process, which now includes five stages: (1) establishing teacher consensus on essential skills objectives for each grade, (2) setting specific instructional priorities, (3) planning instruction, (4) checking progress, and (5) acknowledging accomplishments and planning next steps. Beneficiaries of curriculum alignment include not only students but principals and district administrators as well. Curriculum alignment in a large school district is likely to be most successful when an outside agency is brought in to help, when teachers feel the change is their idea, and when change efforts remain relatively flexible. (JBM)

ED 239 380 EA 016 340

**Instructional Improvement and Student Learning through Good Teacher Evaluation.**

Pub Date—[81]

Note—11p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Classroom Environment, Elementary Secondary Education, \*Instructional Improvement, School Administration, Student Evaluation of Teacher Performance, Teacher Administrator Relationship, \*Teacher Effectiveness, \*Teacher Evaluation, Teacher Response, \*Teacher Supervision, Teaching Methods

Identifiers—\*Penn Harris Madison School Corporation IN

An Indiana district's teacher evaluation plan developed cooperatively by teachers and administrators is described and its implementation outlined. Based on the shared responsibility of teacher and supervisor, the plan is intended to provide a positive approach to stimulating self-growth, instructional effectiveness, and overall improvement in performance. Each teacher confers with a supervisor to formulate from one to three goals for instructional improvement. Data are collected from October 15 to May 15, and evaluation methods include formal and informal observation, student evaluation, and artifact collection. All forms of data are collected yearly for semipermanent teachers, while permanent teachers are formally observed biannually. Teaching effectiveness criteria identified are: good planning; an appropriate classroom climate; enthusiastic, task-oriented teaching demonstrating variety and clarity; classroom management providing high levels of student involvement and time on task; positive interpersonal relations; and the exercise of professional responsibilities. Cited as a primary strength of the plan is that it is nonthreatening to teachers, who welcome the opportunity for instructional interaction and help from supervisors. The focus on formative improvement reduces staff friction and strengthens summative supervision as well. (MJL)

ED 239 381 EA 016 341

Blumberg, Arthur

**Supervision in Weakly Normed Systems: The Case of the Schools.**

Pub Date—Apr 83

Note—19p; Paper presented at the Annual Meet-

ing of the American Educational Research Association (Montreal, Quebec, Canada, April 11-15, 1983).

**Pub Type—**Opinion Papers (120) — Reports - Research (143) — Speeches/Meeting Papers (150)  
**EDRS Price—**MF01/PC01 Plus Postage.

**Descriptors—**\*Change Strategies, Elementary Secondary Education, Informal Organization, \*Instructional Improvement, Job Performance, Organizational Change, \*Organizational Climate, Supervision, \*Supervisors, Supervisory Methods, \*Teacher Improvement, \*Work Environment. Instructionally, schools tend to be "weakly normed" organizational systems in which teachers bring relatively little pressure upon each other to change and/or improve their classroom performance. Because teachers tolerate a wide range of behavior among their colleagues and are reluctant to offer criticism of each other, those responsible for improving instruction (principals, helping teachers, and supervisors) are left in an organizationally untenable position. Bereft of organizational support in their work, supervisors are left with two broad strategies for accomplishing their organizational mission. One unlikely strategy is to attempt to change the overall organizational/normative character of the schools. A more plausible strategy is to take schools as they are on the twin assumptions that teaching is a highly personal and idiosyncratic activity and that teachers want to improve their instruction. According to this second approach, the most effective supervisor would then be that person who gains the personal confidence of as many teachers as possible—offering advice only by invitation—and thereby establishes a reputation for being a helpful, good listener with something to offer that teachers perceive to be of value. (JBM)

**ED 239 382** EA 016 342  
Larson, John C.

**Middle School Evaluation Final Report Technical Appendix.**

Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.

**Pub Date—**Jan 83

**Note—**54p.

**Pub Type—**Reports - Research (143)

**EDRS Price—**MF01/PC03 Plus Postage.

**Descriptors—**Academic Achievement, \*Educational Environment, Junior High Schools, Longitudinal Studies, \*Middle Schools, Secondary Education, Student Evaluation of Teacher Performance, Student Motivation, Tables (Data)

**Identifiers—**Montgomery County Public Schools MD

This report summarizes the design, sample, measures, and results of a study of the attitudes and activities of middle-school students in Montgomery County Public Schools (Maryland). The study, longitudinally designed, examined three groups of schools—four middle schools, two grades 7-8 junior high schools, and four grades 7-9 junior high schools. The number of students sampled four times over a 4-year time span varied from 1,600 to 2,350 per sampling. Pupils answered 190 questions grouped and analyzed under 5 topics: attitudes toward school and staff, opinions on peer environment, participation in school activities, student self-concept and motivation, and academic achievement. An attachment consolidates the means, standard deviations, and sample numbers for each school group. (JW)

**ED 239 383** EA 016 343

Ruzicka, Pat. Berard, Barbara, Ed.

**Balancing RIF & Affirmative Action: A Guidebook for Administrators. Draft.**

Northwest Regional Educational Lab., Portland, OR. Center for Sex Equity.

**Spons Agency—**Department of Education, Washington, D.C. Equal Educational Opportunity Program.

**Pub Date—**Nov 82

**Note—**43p.

**Pub Type—**Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)

**EDRS Price—**MF01/PC02 Plus Postage.

**Descriptors—**\*Administrative Policy, Administrative Principles, Administrator Guides, Administrator Responsibility, Administrator Role, \*Affirmative Action, Civil Rights, Elementary Secondary Education, \*Employment Practices, Guidelines, \*Personnel Policy, Policy Formation, Problem Solving, \*Reduction in Force, Retrenchment

The result of two seminars bringing together edu-

cators to discuss the "often conflicting requirements of affirmative action and reductions in force" (RIF), this booklet is intended to provide practical insights and suggestions on meeting affirmative action goals "in situations characterized by staff and program cutbacks." Chapter 1 describes briefly the reasons for affirmative action and RIF's, the booklet's rationale, and the sources of the booklet's information. Chapter 2 examines eight problem areas (administrative concerns, program concerns, employee performance, competence, collective bargaining, hiring practices, legal context, economic context, and community/attitudes/awareness) and offers potential solutions for each one. Chapter 3 provides practical tips for administrators on how to effectively support affirmative action efforts even when faced with staff and program cutbacks. The authors' advice includes keeping abreast of new developments, developing support groups and networks, maintaining policy and procedure guidelines, knowing community needs and views, practicing effective communication, managing more effectively, and improving personal effectiveness. Chapter 4 contains information on policies and procedures. The booklet concludes with three appendixes, including a civil rights background summary, a list of seminar participants, and sample seminar worksheets. (JBM)

**ED 239 384** EA 016 344

**Administrative Team Contracts. The Administrative Team Career Development Series, Book 5.** American Association of School Administrators, Arlington, Va.

**Pub Date—**83

**Note—**35p.

Available from—Publications, American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209 (Stock No. 021-00855; \$3.50).

**Pub Type—**Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)

**EDRS Price—**MF01/PC02 Plus Postage.

**Descriptors—**Administrator Evaluation, \*Administrators, Board Administrator Relationship, \*Boards of Education, \*Contracts, Educational Administration, Fringe Benefits, Legal Responsibility, Management Teams, \*Personnel Policy, \*School Law

Observing that effective employment contracts communicate the school board's expectations to individual administrators and enhance working relationships, this guide informs boards developing contracts for members of management teams of available alternatives. The importance of clarifying the relationship between the administrator and the board, the necessity of defining legal terms used in the contract, and the benefits for both parties of a properly drafted contract are noted. An analysis of the elements of an administrator's contract is keyed to the sample contract that follows. Provisions discussed include the preamble, period of employment, salary, certification, applicability of law, renewal, termination, reduction in force, work year, fringe benefits, professional liability indemnification, evaluation, rights of participation in outside activities, residence requirements, and invalidity. The form of the contract, procedures for its approval, and review by legal counsel to ensure conformance with state laws and local practices are also covered. A sample contract amendment certification and a list of common fringe benefits are appended. (MJL)

**ED 239 385** EA 016 345

Tyler, Ralph W.

**The Tasks of UCEA for the '80's.**

University Council for Educational Administration, Columbus, Ohio.

**Report No.—**UCEA-OP-8302

**Pub Date—**83

**Note—**15p.; Paper presented at a UCEA Conference on Educational Leadership (Austin, Texas, May 1982).

Available from—Publications, University Council for Educational Administration, 29 Woodruff Avenue, Columbus, Ohio 43210 (\$2.50).

**Pub Type—**Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price—**MF01/PC01 Plus Postage.

**Descriptors—**\*Administrative Problems, \*Administrator Education, \*Educational Administration, Educational Quality, Educational Trends, Elementary Secondary Education, Higher Education, Interpersonal Communication, Leadership Qualities, \*Professional Associations, Public Education, Retrenchment

**Identifiers—**Interest Groups, University Council for Educational Administration

Since its inception in 1959, the University Council for Educational Administration (UCEA) has helped to unite theory and practice, integrate relevant work from other disciplines, and improve training programs for educational administrators. UCEA can make significant contributions in the 1980's both by attacking substantive problems and by enlarging the profession's intellectual resources. In the latter category, historical perspectives can be applied to interpreting present problems. For example, the responses of public education to recessions of the past may be informative. Current ethical issues on which UCEA can focus inquiry include children's rights and the state's interest in education. UCEA can also enlist the findings of other disciplines to the study of leadership development. Finally, UCEA can draw upon research on human communications to replace the reliance of many administrators' reports on public relations conventions. Specific issues UCEA can address include helping public education adjust to reduced enrollments and decreased funding, by assembling examples of successful volunteer efforts and by helping practitioners develop effective low cost programs. Secondly, UCEA can help administrators constructively use public educational concerns aroused by special interest groups, guiding, for example, the decisions of schools responding to the present demand for upgraded science and mathematics offerings. (MJL)

**ED 239 386** EA 016 346

Hills, Jean

**The Preparation of Educational Leaders: What's Needed and What's Next?**

University Council for Educational Administration, Columbus, Ohio.

**Report No.—**UCEA-OP-8303

**Pub Date—**83

**Note—**26p.

Available from—Publications, University Council for Educational Administration, 29 West Woodruff Avenue, Columbus, Ohio 43210

**Pub Type—**Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price—**MF01/PC02 Plus Postage.

**Descriptors—**\*Administrative Principles, \*Administrator Education, Administrator Role, \*Educational Administration, Evaluation Criteria, \*Futures (of Society), Higher Education, Organizational Theories, Relevance (Education), School Effectiveness

This essay formulates some recommendations for educational administrator preparation programs and predicts the course of their future development. While the case of medical practice as a paradigm for the practice of educational administration is found only generally useful, the clinical analogy yields the suggestion that educational leader preparation should emphasize a well-focused clinical concern for the effectiveness of educational organizations in the attainment of collective goals and the prevention and treatment of conditions impairing effectiveness. Preparation programs should also be grounded in a holistic conception of practice emphasizing maintenance of systematic essential functions of the administrator, should address the problem of the value system of the school and its implications for the current emphasis on outcomes of education, and should cultivate an understanding of the function of the school in the societal system and its implications for administrative practice. The forecast for preparation programs is that little improvement will be made due to limiting conditions imposed by the complex and unpredictable nature of administrative practice, by the state of knowledge of administrative practice (which does not yet offer tested problem solutions, valid and relevant empirical generalizations, and valid theoretical principles), and by certain characteristics of university departments of educational administration inherent in their resemblance to academic disciplines. (MJL)

**ED 239 387** EA 016 347

Griffiths, Daniel E.

**What Has Been Significant in UCEA's Efforts to Prepare Educational Administrators?**

University Council for Educational Administration, Columbus, Ohio.

**Report No.—**UCEA-OP-8304

**Pub Date—**83

**Note—**20p.

Available from—Publications, University Council for Educational Administration, 29 West Wood-



ruff Avenue, Columbus, OH 43210  
 Pub Type—Reports - Research (143)  
 EDRS Price - MF01/PC01 Plus Postage.  
 Descriptors—\*Educational Administration, Organizational Communication, \*Organizational Effectiveness, \*Professional Associations, Schools of Education, \*Self Evaluation (Groups)  
 Identifiers—University Council for Educational Administration

To find the most significant contributions of the University Council for Educational Administration (UCEA) to the preparation of educational administrators, a questionnaire was answered by representatives of 40 departments of educational administration and by 16 individuals. Respondents were asked to rate in order of importance 11 categories in which UCEA could reasonably be expected to influence the training of administrators. The four most significant activities were found to be the sponsoring of three journals (Educational Administration Quarterly, Educational Administration Abstracts, and Journal of Educational Equity and Leadership), the introduction of social science concepts into the literature of educational administration, the efforts to establish theoretical bases for preparing administrators, and the provision of materials for training administrators. (JW)

ED 239 388 EA 106 348

Cunningham, Luven L.  
 Educational Leadership: What Next?  
 University Council for Educational Administration, Columbus, Ohio.

Report No.—UCEA-OP-8305

Pub Date—83

Note—34p.

Available from—Publications, University Council for Educational Administration, 29 West Woodruff Avenue, Columbus, OH 43210

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Administrator Qualifications, Decision Making, Educational Administration, \*Futures (of Society), Higher Education, \*Leadership Qualities, Leadership Training, \*Management Development, Planning, Prediction, Trend Analysis

An examination of futurist literature showed that, in addition to traditional leadership skills, there are eight emerging skills vital to future leaders. Leaders of the future will have to focus on both future and present issues simultaneously by planning for various time frames, sensing the rates of change and communicating goals to followers, and providing the rationales, stamina, and concentration to bring about desired outcomes. In addition, leaders must reconcile the interests of many sectors and use techniques of mixed scanning (micro and macro) to interpret types of problems. Skill in appraising institutional performance will also be necessary, as well as the willingness to adapt to changing conditions. Moreover, future leaders must also use their intuitions creatively in all areas, including in two further vital leadership skills: the ability to develop decision-making policy and the capacity of monitoring how their leadership is being understood by the public. Educational administration programs need to be reformed to anticipate future leaders' needs. (JW)

ED 239 389 EA 106 349

Culbertson, Jack A.  
 Moving Education and Its Administration into the Microelectronic Age.  
 University Council for Educational Administration, Columbus, Ohio.

Report No.—UCEA-OP-8306

Pub Date—83

Note—34p.

Available from—Publications, University Council for Educational Administration, 108 Farmer Building, Tempe, AZ 85287 (\$3.50).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Administrator Responsibility, Computer Literacy, \*Computers, Economic Change, \*Educational Change, Educational Objectives, Educational Principles, \*Educational Trends, Elementary Secondary Education, Equal Education, \*Futures (of Society), \*Long Range Planning, Relevance (Education), Social Change, Technological Advancement, Trend Analysis

Education is in transition between the ascendent microelectronic and descendent industrial revolutions, with purposes ambiguously linked to both. These purposes must be clarified before educational leaders can establish priorities for adapting educa-

tion to the needs of a society transformed by microelectronic technology. Accordingly, the features of the microelectronic revolution are first described, including the major breakthroughs in computer technology, the growth of information utilities, the automation of industry, and changes in value orientation. Then the impacts of the microelectronic revolution are analyzed with respect to each of the established national goals for education: economic efficiency, civic responsibility, self-realization, and effective human relationships. Significant issues include the need for higher cognitive skills, the problem of educational equity, the growth of electronically enhanced participatory democracy, and the need for anticipatory learning and continuing education. Finally, the implications for educational administration are discussed, including "contextual design elements"—the shift from a theoretical to a futuristic paradigm in administrative studies—and eight "action design elements": purpose reformulation, computer awareness for administrators, anticipatory policy-making, structural changes, interactive networking, epistemological reevaluation, moral/financial support for new learning, and experimental programs. (TE)

ED 239 390 EA 106 350

Norton, M. Scott, Comp.  
 A National Survey of Departmental Organization in "Educational Administration."  
 University Council for Educational Administration, Columbus, Ohio.

Report No.—UCEA-OP-8311

Pub Date—83

Note—21p.

Available from—Publications, University Council for Educational Administration, 29 West Woodruff Avenue, Columbus, OH 43210 (\$2.50).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Administrative Organization, Administrators, \*Educational Administration, Higher Education, Organizational Climate, Organizational Communication, Organizational Effectiveness, \*Schools of Education, \*Self Evaluation (Groups)

To find the organizational arrangements of departments of educational administration, 58 departments were surveyed in 35 states. The questionnaire sought information on the general subject areas covered in such departments, the backgrounds of the departments' organizations, their areas of most and least effectiveness, and the relative strengths of their departmental structures. Most respondents saw their departments' organizations as either highly effective or workable. (JW)

ED 239 391 EA 106 351

Wettengel, Winona  
 Writing Board Minutes. Importance of and Methods for. (Revised).  
 Oklahoma State Board of Education, Oklahoma City.

Pub Date—Sep 83

Note—81p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Administrators, \*Board of Education Policy, \*Boards of Education, Clerical Occupations, Elementary Secondary Education, \*Guides, \*Orientation Materials, \*Recordkeeping, \*Records (Forms), School Administration, Secretaries

Identifiers—\*Oklahoma

Beginning with brief descriptions of the statutory duties of school board presidents and clerks, as well as of boards and administrators in teacher hearing procedures, this handbook is intended to serve as a guide for administrators, local board presidents, clerks, and secretaries in recording board of education meetings. Following chapter 1's brief introduction to types of board meetings, chapter 2 discusses in detail the clerks'/secretaries' duties before, during, and after the meetings. Chapters 3-5 contain step-by-step information on the writing, typing, and disposition of board minutes. The handbook ends with a glossary of parliamentary terms, a section of eight appendices comprising roughly two-thirds of the document's total length (including samples of agendas, advance notices, statements of compliance, minutes, resolutions, proclamations, and indexes), and a brief bibliography. (JBM)

ED 239 392 EA 106 352

Administrator's Handbook for Elementary, Middle, Junior High and High Schools. Regulations

and Criteria for Accrediting and Improving the Schools of Oklahoma. Bulletin No. 113-Y.  
 Oklahoma State Dept. of Education, Oklahoma City. Div. of Instruction.

Pub Date—Jul 83

Note—132p. Portions of text may reproduce poorly due to colored paper of original.

Pub Type—Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Accreditation (Institutions), \*Administrator Guides, Adult Education, \*Criteria, Educational Assessment, Educational Objectives, Educational Policy, Educational Principles, \*Elementary Secondary Education, \*Guidelines, Program Evaluation, \*School Effectiveness, Standards, \*State Boards of Education, Vocational Education

Identifiers—\*Oklahoma

This administrator handbook begins with statements summarizing Oklahoma's Division of Instruction and the guiding principles of education at the state's elementary and secondary levels. Following an outline of State Board of Education policies, the handbook lists various general regulations and progress criteria for the state as a whole. Subsequent descriptions of specific school regulations and progress criteria for elementary, middle, and junior high schools include attention to such areas as administration and organization, admissions, kindergarten, library-media, subject requirements, teacher load, and the junior high school honor society. The following, more lengthy, section on high school regulations and progress criteria covers many of the same areas as well as correspondence credit, minor assignment requirements, subject and graduation requirements, summer high schools, vocational and technical education, and the high school honor society. The handbook concludes with a section on adult basic education regulations and a final "Miscellaneous" section containing information in nine different areas, including the accreditation of elementary schools in high school and nonhigh-school districts (as well as of junior, senior, and vocational-technical schools), a glossary of terms, a list of important dates, perfect attendance and reading certificates, and a time schedule for reports. (JBM)

ED 239 393 EA 106 353

Oklahoma State Board of Education Policies and Procedures for Teacher Due Process Hearings. (Implementations of Senate Bill No. 249 and As Amended by Senate Bill No. 308). Revised.  
 Oklahoma State Board of Education, Oklahoma City.

Pub Date—26 May 83

Note—98p.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Administrator Evaluation, Administrator Responsibility, Board of Education Policy, \*Due Process, Educational Administration, Elementary Secondary Education, \*Legal Responsibility, Personnel Policy, School Law, \*Teacher Discipline, Teacher Dismissal, \*Teacher Evaluation, Teacher Improvement, Teacher Supervision, Teaching (Occupation)

Identifiers—\*Oklahoma, \*Senate Bill 249 (Oklahoma 1977), Senate Bill 308 (Oklahoma 1981)

This guide is intended to acquaint administrators and teachers with legal requirements for staff evaluation and recent changes in Oklahoma teacher dismissal law. A State Board of Education policy statement and a glossary of legal terms follow the statutory description and explication of the intent of Senate Bill No. 249 and Senate Bill No. 308. The statutory requirements for a written policy of staff evaluation are elaborated and guidelines for establishing evaluation systems are offered. Procedures designed to avoid teacher dismissal and steps to be followed in suspending teachers are outlined. Superintendents' procedures in teacher dismissal and nonreemployment cases are also given. Guidelines for hearings are detailed, including steps for establishing and providing for a hearing judge list, judge, and panel, and procedures and conduct for due process hearings of tenured teachers as well as hearings of probationary teachers. Appendices include a calendar of events for teacher/administrator evaluation and due process procedures, suggested evaluation forms, sample letters of recommendation and notification, preliminary hearing forms, instructions and forms for computing the cost of hearings, and hearing instruments. (MJL)

## ED 239 394

EA 016 354

## Affirmative Action Plan.

Oklahoma State Dept. of Education, Oklahoma City.

Pub Date—30 Jun 83

Note—49p.; Portions of document may not reproduce due to small print.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Affirmative Action, Compliance (Legal), Educational Administration, Employed Women, \*Employment Patterns, \*Employment Practices, \*Equal Opportunities (Jobs), Grievance Procedures, Minority Groups, \*Personnel Policy, Racial Balance, \*State Departments of Education

Identifiers—Equal Employment Opportunity Act 1972, \*Oklahoma

As mandated by law, this 1983 revision describes the Oklahoma State Department of Education's Affirmative Action Plan and analyzes the employment patterns of the department's work force for that year in light of equal employment opportunity goals. Following a brief policy statement, the development, dissemination, and implementation of the plan are reviewed. Procedures for self-evaluation of progress toward compliance are outlined. An examination of the organization's present work force analyzes the 546 employees in 5 job categories by sex and minority status. Tables present additional information including county work force employed/unemployed statistics, a comparison with the Oklahoma work force, a comparison of the 1982 and 1983 department work force, an underutilization analysis, and 1984 hiring goals. Cited as the plan's general goal is increased minority representation in all job categories. Present policies of job structuring, upward mobility, recruitment, selection, placement, and other personnel actions are evaluated, and objectives, a time table, and implementation activities are presented for each. Employee grievance procedures for resolving complaints of discrimination and a copy of the department's Equal Employment Opportunity Commission State and Local Government Information form are also included. (MJL)

## ED 239 395

EA 016 355

## Pupil Transportation Tentative Calculation, Fiscal Year 1983-84.

Kentucky State Dept. of Education, Frankfort. Bureau of Administration and Finance.

Pub Date—Nov 83

Note—23p.; Some tables may reproduce poorly due to light print.

Pub Type—Guides - Non-Classroom (055) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Budgeting, Comparative Analysis, \*Cost Estimates, Elementary Secondary Education, Expenditure Per Student, Foundation Programs, Resource Allocation, \*School District Spending, \*School Statistics, \*State Aid, Statistical Analysis, \*Student Transportation

Identifiers—\*Kentucky

The purpose of this bulletin by the Kentucky Department of Education is to provide local school districts and administrators with general and specific information concerning the method by which each district's formula-adjusted pupil transportation program cost is calculated for fiscal year 1983-84. The figures for each district also serve as a means of comparing the costs in districts transporting pupils under relatively similar circumstances. The bulletin provides data for county districts, independent districts, and for nonfoundational and handicapped pupils requiring special transportation. County and independent districts' calculations are based on data divided into 23 columns. Individual columns represent figures such as the square mile area of each county district, the total number of pupils in average daily attendance, gross amounts of money spent by each district for transportation, each district's calculated basic cost for pupil transportation, and each district's aggregate days attendance for pupils transported a mile or more to school. The final column shows the tentative calculated cost of the district's pupil transportation program. (PB)

## ED 239 396

EA 016 356

Raiche, Joseph J., Ed. And Others

School Improvement: Research-Based Components and Processes for Effective Schools. Educational Cooperative Service Unit of the Metropolitan Twin Cities, Minneapolis, Minn.

Spons Agency—Minnesota State Dept. of Education, St. Paul.

Pub Date—83

Note—106p.; Published in cooperation with the Multidistrict Consortium for Long-Range Planning.

Available from—Educational Cooperative Service Unit of the Metropolitan Twin Cities Area, 3602 Highcrest Road, NE, Minneapolis, Minnesota 55418.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Administrator Role, Change Strategies, Classroom Environment, Educational Administration, Educational Environment, Educational Research, Elementary Secondary Education, Grouping (Instructional Purposes), \*Instructional Innovation, \*Organizational Change, \*Outcomes of Education, Parent Participation, Program Effectiveness, \*Program Implementation, \*School Effectiveness, School Organization, Student Characteristics, Teacher Characteristics, \*Teacher Effectiveness, Teacher Improvement, Teaching Methods

Identifiers—\*Effective Schools Research

This synthesis of recent literature on school effectiveness offers educators empirical research on which to base plans for staff development and school improvement. The introduction notes the limitations of effective schools research and points out its potential to clarify thought about schools. A section on instruction reviews research on correlates and conditions of instructional effectiveness and the efficacy of such methods as direct instruction, programmed instruction, computer-assisted instruction, advance organizers, and questioning techniques. Research on factors influencing learning outcomes is reviewed in the following section, and methods and techniques including time-on-task, mastery learning, open education, and team teaching are considered. A chapter on implementation reviews research on the structure and dynamics of educational organizations, offers an overview of educational planned change research, discusses various change strategies and intervention tactics, and lists identified obstacles to planned change. The concluding chapter interprets the preceding reviews, defining school effectiveness as a multidimensional continuum and outlining the characteristics of effective schools. Specific indicators for each characteristic are provided and recommendations for successful planned change offered. (MJL)

## ED 239 397

EA 016 358

## The Computer: Extension of the Human Mind II. Proceedings of the Annual Summer Conference

(Eugene, Oregon, July 20-22, 1983).

Oregon Univ., Eugene. Coll. of Education.

Pub Date—83

Note—239p.

Available from—Publications, Summer Conferences, Office of the Dean, College of Education, University of Oregon, Eugene, OR 97403 (\$10.00 prepaid or purchase order; make checks payable to Summer Conferences).

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Business Education, Computational Linguistics, \*Computer Assisted Instruction, Computer Graphics, Computer Literacy, \*Computer Oriented Programs, \*Computers, Computer Science Education, Curriculum Development, Educational Administration, \*Educational Technology, Elementary Secondary Education, \*Microcomputers, Special Education

This collection consists of 21 papers presented at the July 1983 Annual Summer Conference on "The Computer: Extension of the Human Mind II," in Eugene, Oregon. Six papers were presented at general interest sessions; 15 were from special interest group sessions. The general interest papers include David Ahl's "Keeping Up with Computers in Education or Computer Periodicals: Past, Present, and Future"; Kenneth Komoski's "The Computer: Extension of the Human Mind and Challenge to Humanness"; J. D. Fletcher's "New Directions for Computer Courseware"; Arthur Luehrmann's "Microcomputers in the Junior High School"; Dorothy Deringer's "Computers in Education: Activities at the Federal Level"; and Kenneth Brumbaugh's "Developing and Distributing Microcomputer Software." The 15 special session papers cover a wide range of topics, including microcomputer applications in such areas as management information systems (Bruer), educational management (Piele), and

career information (McKinlay), as well as curriculum applications for microcomputers in secondary school business (Lidtke), writing (Herrman), mathematics (Johnson), fine arts (Jones), elementary level computer science (Arch), physical sciences (Stringer), and special education (Metzger). Other topics include problems in computer graphics (Hill), computerized toys (Moore), videodiscs (Moulton), databases for locating software (Zapozrohetz), and a panel discussion on teacher education in computers (Moursund). (TE)

## ED 239 398

EA 016 359

## Education for the Gifted: Patterns for the Future. Proceedings, Annual Summer Conference (4th,

Eugene, Oregon, July 25-27, 1983).

Oregon Univ., Eugene. Coll. of Education.

Pub Date—83

Note—135p.

Available from—Publications, Summer Conferences, Office of the Dean, College of Education, University of Oregon, Eugene, OR 97403 (\$5.00 prepaid or purchase order; make checks payable to Summer Conferences).

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Academic Ability, Academic Achievement, \*Academically Gifted, Academic Aptitude, \*Acceleration (Education), Advanced Placement, Advanced Students, Dance Education, Elementary Secondary Education, Honors Curriculum, Intelligence Tests, Parent School Relationship, School Community Relationship, \*Talent, \*Talent Identification

Identifiers—Study of Mathematically Precocious Youth, Tacoma Area Council on Giftedness

This collection consists of 11 conference papers on issues pertaining to education of talented and gifted children; 6 are from "general interest" sessions and 5 are from "special interest" sessions. The general interest papers are primarily theoretical in focus. Titles include: Julian C. Stanley's "Finding Intellectually Talented Youths and Helping Them Educationally," a historical survey of the gifted child movement culminating in a description of the author's study of mathematically precocious youth; Gwen Curran's "Creativity through Dance"; Alexina Baldwin's "Realities, Reconciliation, Resolutions for the Gifted Child from Different Cultures"; Dorothy Siak's "Leadership as It Relates to Gifted Education"; June Maker's "Integrating Content and Process in the Teaching of Gifted Students"; and Michael Posner's "What Is It to Be an Expert" (a study correlating expertise with semantic memory). The special interest papers focus on more practical topics. These include: Jeri Deckard's "Succeeding with Your School: Advocacy for Gifted Children," a brief guide to parental involvement; Robert Sylwester's "Brain Research and the Education of TAG Students"; Jayasri Ghosh's report on "Citizen Creativity through a Community-Based Gifted Program" (Tacoma, Washington); Joan Hladky's descriptive report on "Education of Talented and Gifted Elementary, Junior High, and High School Students in a Small School District" (Pleasant Hill, Oregon); and Mildred Robeck's guide to "Identification and Intervention in Early Childhood." (TE)

## ED 239 399

EA 016 363

O'Neal, E. C.

## Relationships of Zones of Indifference to Directives and Levels of Authoritarianism of Coaches and Teachers in Selected Schools in Mississippi.

Pub Date—Nov 83

Note—13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Administrator Role, Educational Administration, Elementary Secondary Education, Organizational Theories, \*School Policy, Secondary School Teachers, Statistical Analysis, \*Teacher Administrator Relationship, \*Teacher Attitudes, \*Teacher Behavior

Identifiers—\*Authoritarian Behavior, California F Scale (Adorno et al), Coaching, Mississippi, \*Zones of Indifference (Behavior)

Using Chester Barnard's acceptance theory of authority, this study of 125 secondary teachers and coaches explored relationships involving their "zones of indifference" or extent of response to orders by authority. Specific questions addressed were: (1) whether significant relationships existed between zones of indifference to administrative pol-

icies and levels of authoritarianism of coaches when compared to teachers; (2) whether such relationships were significant when subjects were grouped by professional assignment; and (3) whether significant differences existed in zones of indifference as perceived by subjects when classified by high, medium, or low level of authoritarianism. The measure of authoritarianism used was the "California F-Scale," and a zones of indifference instrument asked respondents to submit typical administrative directives in four categories of acceptability, ranging from compliance without question to refusal of compliance. Responses were grouped as teacher-determined or administrator-determined and subjected to a principal component analysis. The results of the Pearson Product-Moment coefficient of correlation indicated no significant relationships between zones of indifference and levels of authoritarianism with subjects grouped as teachers or coaches, although when subjects were grouped by assignment some significant relationships were found. Multivariate analysis of variance comparing levels of authoritarianism to zones of indifference shows some significant differences. (MJL)

**ED 239 400** **EA 016 364**

Field, Sharon  
Generalist Teaching Policy and Practice.  
Papua New Guinea Univ., Port Moresby. Educational Research Unit.  
Report No.—ERU-RR-36  
Pub Date—Apr 81  
Note—126p.

Pub Type—Reports - Research (143) — Reports - Evaluative (142)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—Administrator Attitudes, Case Studies, Community Involvement, Educational Administration, \*Educational Change, Educational Improvement, Educational Innovation, \*Educational Policy, General Education, \*Integrated Curriculum, \*Program Implementation, Secondary Education, Summative Evaluation, Teacher Characteristics, \*Teacher Response, Teaching Methods

Identifiers—\*Generalist Teaching, \*Papua New Guinea

This evaluation of an attempt by the Papua New Guinea Department of Education to establish Generalist Teaching (GT) in provincial secondary schools from 1973 to 1977 is based on survey and case study data. Generalist Teaching was introduced to schools by means of two department circulars proposing reorientation of grades 7 and 8 curricula from existing specialized subjects. In order to ease students' transition into high school and to cut personnel costs, generalist teachers were asked to teach at least three subjects to the same class, and schools were expected to develop their own integrated curriculum. Chapter 1 places GT in its historical and theoretical context and reviews research problems and methodology. Chapter 2 summarizes the results of a survey of headquarters administrators that generally indicated no prior planning or consideration of the implications of implementing GT. The third chapter reports on a survey of 96 teachers' characteristics and attitudes toward GT, finding that the predominantly young, inexperienced teachers for whom little assistance was provided experienced confusion about the aims of GT. Chapter 4 presents case studies based primarily on staff interviews in five schools. The final chapter summarizes the implications of the study, concluding that GT was an example of poorly planned and badly managed change and offering recommendations for effective implementation of proposed change. (MJL)

**ED 239 401** **EA 016 365**

Spencer, Charles L., Jr.  
How to Account to Your Public for What Kids Learn.

Pub Date—Apr 83

Note—6p; Paper presented at the Annual Meeting of the National School Boards Association (San Francisco, CA, April 23-26, 1983).

Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Accountability, Educational Objectives, Elementary Secondary Education, \*Public Support, \*School Community Relationship, School Districts, School Effectiveness, School Funds, \*School Support, School Taxes

This document examines various ways for school districts to inform taxpayers about positive educational programs in order to convince them that a

particular public school system is worth the investment. A school district needs to create good public relations in order to "sell" taxpayers on an educational program. Thus educators must show that they teach students how to think and how to function in the modern world. Educators need also to provide a stimulating, loving environment for students, while good teachers must be acknowledged. (PB)

**ED 239 402** **EA 016 366**

The School Improvement Cluster: A Concept Paper.

Colorado State Dept. of Education, Denver. Office of Field Services.

Pub Date—83

Note—10p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Boards of Education, \*Cluster Grouping, Educational Facilities Improvement, \*Educational Planning, \*Educational Quality, Elementary Secondary Education, \*Goal Orientation, \*Group Structure, Principals, Services, \*Staff Development, Superintendents, Teachers

This paper describes school improvement through clusters (or leagues) of the Colorado Department of Education. School improvement clusters are defined as associations of schools and cooperating organizations dedicated to improving the quality of education. Participants work together with a common goal or unifying concept. The paper describes 14 characteristics of effective cluster groups. Important points are: membership is limited to five to eight schools in close proximity to each other, and school participation is committed for at least 3 years. Principal and teacher-leader roles in the school cluster are important; eight specific responsibilities are outlined. Each school maintains an accountability committee, and a school improvement management team. The superintendent plays a supportive role as a resource for the cluster groups. Each cluster has a "hub," a group of specialists from participating organizations that provides support services and leadership to the cluster members. The paper includes a diagram of the Colorado Educational Improvement Network. (MD)

**ED 239 403** **EA 016 367**

Indicators of Quality Schools: I. Overview.

Colorado State Dept. of Education, Denver. School Improvement and Leadership Services Unit.

Spons Agency—Department of Education, Washington, DC. Basic Skills Improvement Program; National Study of School Evaluation, Falls Church, VA.

Pub Date—May 82

Note—11p; For parts II and III and the assessment instrument, see EA 016 368-372.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Academic Achievement, Accountability, \*Educational Assessment, \*Educational Improvement, \*Educational Quality, Elementary Secondary Education, \*Evaluation, Leadership

Identifiers—Indicators of Quality Schools

The author outlines the importance of educational assessment in determining the quality of a school's educational system. A model is presented showing the three dimensions of quality educational programs and their interrelatedness. The Indicators of Quality Schools instrument, the purpose of which is to identify areas for improvement across three dimensions—student outcomes; school leadership, instructional and institutional characteristics; and accountability/accreditation/planning processes, is described. Each of 12 categories consists of a series of items based on educational research on effective school practices with a number of subitems listed below each item. Assessing a school through the use of this instrument points out school strengths while pinpointing needed improvement. After the assessment process is completed, it is important to follow through with the needed improvements. Appendix A contains a complete listing of the items; Appendix B includes a sample page from the instrument. (MD)

**ED 239 404** **EA 016 368**

Indicators of Quality Schools: II. User's Guide.

Draft.

Colorado State Dept. of Education, Denver. School Improvement and Leadership Services Unit.

Spons Agency—Department of Education, Washington, DC. Basic Skills Improvement Program; National Study of School Evaluation, Falls Church, VA.

Pub Date—May 82  
Note—15p; For parts I and III and the assessment instrument, see EA 016 367-372.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Educational Assessment, Educational Improvement, \*Educational Quality, Elementary Secondary Education, Evaluation Methods, \*Measurement Techniques, Rating Scales, Staff Orientation

Identifiers—Indicators of Quality Schools

The Indicators of Quality Schools instrument is designed to be used in school self-studies to identify priority areas for improvement or closer study. Uses for the instrument are outlined in this user's guide. Emphasis is placed on ensuring that the staff is oriented to evaluating school practices. The instrument may be completed by small groups collectively or individually. A detailed nine-step discussion is provided on how to summarize results after using the instrument. Included in table 1 is a blank summary form for plotting scores. Four questions are provided to help in the interpretation of category or item analysis results. Table 2 includes a copy of the Items Data used in the instrument. (MD)

**ED 239 405** **EA 016 369**

Indicators of Quality Schools: III. Review of the Literature on Effective Schools.

Colorado State Dept. of Education, Denver. School Improvement and Leadership Services Unit.

Spons Agency—Department of Education, Washington, DC. Basic Skills Improvement Program; National Study of School Evaluation, Falls Church, VA.

Pub Date—May 82

Note—15p; For parts I and II and the assessment instrument, see EA 016 367-372.

Pub Type—Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Academic Achievement, \*Administration, Curriculum, Educational Assessment, Educational Environment, Elementary Secondary Education, \*Expectation, \*Leadership, \*Local Norms, Parent School Relationship, Planning, Time on Task

This literature review briefly lists the findings of studies on effective schools. The findings are organized under the following categories (which correspond to the Indicator of Quality Schools Assessment instrument categories): curricular congruence, assessment, leadership of the principal, high expectations, school wide norms, school climate, monitoring and feedback of student progress, time on task, organization and management, instructional effectiveness, parent and community, and accountability/accreditation/planning. A 48-item bibliography of all the literature cited is included. (MD)

**ED 239 406** **EA 016 370**

Indicators of Quality Schools: Instrument to Assess the Educational Quality of Your School.

Colorado State Dept. of Education, Denver. School Improvement and Leadership Services Unit.

Spons Agency—Department of Education, Washington, DC. Basic Skills Improvement Program; National Study of School Evaluation, Falls Church, VA.

Pub Date—May 82

Note—30p; For parts I, II, and III of Indicators of Quality Schools, see EA 016 367-372.

Pub Type—Tests/Questionnaires (160)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Academic Achievement, \*Administration, Curriculum, \*Educational Assessment, \*Educational Environment, Elementary Secondary Education, \*Expectation, \*Leadership, \*Local Norms, \*Measurement Techniques, Outcomes of Education, Parent School Relationship, \*Planning, Time on Task

Identifiers—Indicators of Quality Schools

This document is the complete Indicators of Quality Schools assessment instrument. The instrument is a series of checklists of school practices found in schools known to have an effective instructional program organized under 12 topic areas (with subitems listed under each area): curricular congruence; assessment; leadership of the principal; high expectations; school-wide norms; values, practices and policies; school climate factors; monitoring and feedback of student progress; time on task; organization and management of the instructional setting; instructional effectiveness; parent and community involvement and accountability/accreditation/



planning process. The rating scale is 1-3 and includes two scales: (a) what is and (b) impact potential. The user will find brief explanations of category areas under each of the 12 topics. (MD)

ED 239 407 EA 016 373

Allen, Kay Holden Jarvis, Melvin E.  
Analyzing Teacher Evaluation Policies and Procedures with Case Law.

Pub Date—Apr 83

Note—16p; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 11-15, 1983).

Pub Type—Reports - Research (143) — Legal/Legislative/Regulatory Materials (090) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accountability, Compliance (Legal), Court Litigation, Elementary Secondary Education, \*Evaluation Criteria, Evaluation Methods, \*Legal Problems, Legal Responsibility, Teacher Administrator Relationship, \*Teacher Evaluation Identifiers—Albamarle Paper Co v Moody, Brito et al v The Zia Company, Chance v Board of Examiners, Griggs v Duke Power Company

Teacher evaluation procedures, if ineptly accomplished, are potentially vulnerable to litigation (which most school districts can ill afford), because there is no consensus as to what constitutes effective teaching; hence the validity of rating systems and/or reliability of observations is open to challenge. Accordingly, the evaluation policies and procedures in five Utah school districts are analyzed to derive a composite picture of characteristic legally vulnerable flaws: (1) the stated criteria are not clearly tied to the teaching task; (2) the performance criteria are not clearly defined in terms of observable behaviors or explicit standards; (3) there is no training for evaluators, and so there is no guarantee of reliability or consistency in the observation process. Because Utah has no statutes governing teacher evaluation, a series of landmark court decisions are cited that bear on the above issues. These include "Griggs v. Duke Power Co." (1970), which prohibits non-job-related employment practices; "Chance v. Board of Examiners" (1972), which requires evaluation criteria to demonstrate both content and predictive validity; and "Brito et al. v. The Zia Company" (1973), which prohibits ill-defined and subjectively based evaluation criteria. An appendix provides the eight questions used to assess the deficiencies in the evaluation procedures under study. (TE)

ED 239 408 EA 016 375

Eberts, Randall W.  
Profile of Teacher Turnover in New York State School Districts: 1972-1977. Final Report—Paper I.

Oregon Univ., Eugene. Center for Educational Policy and Management.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Dec 82

Note—34p; For papers II and III, see EA 016 376-377.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Administration, \*Employment Patterns, Enrollment Trends, \*Faculty Mobility, Profiles, Public School Teachers, Reduction in Force, School Districts, \*Teacher Behavior, Teacher Characteristics, Teacher Dismissal, Teacher Distribution, \*Teacher Transfer, Teaching (Occupation)

Identifiers—\*New York

Offered as a foundation for subsequent analysis, this report presents data on the frequency of teacher turnover in New York State districts from 1972 to 1977 and discusses the methods used for calculations from State Department of Education records. Data drawn from a 1-in-20 random sample totalling 13,000 teachers are analyzed in order to investigate three types of turnover: quits, or transfer of teachers between districts; transfers of teachers between schools in the same district; and changes in teacher assignment. Figures cited in an introductory literature review are used to check the validity of New York turnover rates. The following section provides turnover rates for the time periods 1972-76 and 1976-77, analyzed in terms of teaching experience, age of teachers, and changes in district enrollment. The final section concludes that such factors as declining enrollment and seniority rules may deter-

mine teacher mobility and thus district staff composition, and that the turnover rates for New York do not differ significantly from teacher behavior in other states. Information on constructing the data set and on calculations of transfers and quits is appended. (MJL)

ED 239 409 EA 016 376

Eberts, Randall W.  
The Effects of District Personnel Policies and Teacher Attitudes on Teacher Mobility. Final Report—Paper II.

Oregon Univ., Eugene. Center for Educational Policy and Management.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Dec 82

Note—30p; For papers I and III, see EA 016 375, and EA 016 377.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Board of Education Policy, \*Collective Bargaining, Contracts, \*Elementary School Teachers, Employment Patterns, \*Faculty Mobility, \*Personnel Policy, Statistical Analysis, Teacher Administrator Relationship, Teacher Associations, \*Teacher Attitudes, Teacher Characteristics, Teacher Transfer, Teaching Conditions, Unions

Identifiers—Logit Analysis

The second of three papers contained in a final report on New York State teachers' attitudes and mobility, this paper explores the effects of collective bargaining on teacher mobility by analyzing its effects on two determinants, personal preferences and personnel policies. Teacher attitudes are measured by responses on a national survey to questions concerning administrative decisions, support for teachers, instructional program effectiveness, and satisfaction with their workplace, while district policy measures include who makes hiring decisions and the level of teacher participation in decision-making. Analysis of teacher attitudes reveals that teachers covered by collective bargaining agreements ("union" teachers) are significantly less enthusiastic about their schools and less concerned with district personnel policies than those not covered. A maximum-likelihood logit analysis of teacher turnover (quits and transfers combined) by union affiliation yields the finding that mobility is similar among union and nonunion teachers, while analysis of union teacher turnover reveals significant relationships between turnover and contract provisions for class size and for staff reduction honoring seniority. The general conclusion is that, although the presence of collective bargaining has little effect on teacher turnover, staffing and class size contract provisions do affect mobility among covered teachers. (MJL)

ED 239 410 EA 016 377

Eberts, Randall W.  
Determinants of Teacher Turnover during the 1970s: The Case of New York State Public School Teachers. Final Report—Paper III.

Oregon Univ., Eugene. Center for Educational Policy and Management.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Dec 82

Note—28p; For papers I and II see, EA 016 375-376.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Board of Education Policy, \*Class Size, Contracts, Educational Administration, \*Employment Patterns, Enrollment Trends, \*Faculty Mobility, Human Capital, Labor Market, \*Personnel Policy, Public School Teachers, Reduction in Force, School Districts, \*Seniority, Teacher Behavior, Teacher Distribution, Teacher Supply and Demand, Teaching (Occupation)

Identifiers—Logit Analysis, \*New York

This paper extends research by Richard Murnane by analyzing the effects of specific teacher contract provisions on New York teacher turnover from 1972-76 and in the process assesses the validity of two theories explaining teacher mobility. The combination of the theory of human capital with the theory of internal labor markets analyzes teacher mobility in terms of the voluntary movements characteristic of the teacher shortage of the 1960's; however, a theory of institutional work rules is espoused as more useful in explaining teacher behavior during the teacher surplus of the 1970's, when job mobility

tended to be involuntary. Data from a sample of 19,000 teachers from State Department of Education personnel files are subjected to logit analysis to estimate the effect of selected variables on the probability of teacher transfers and quits. Variables include a contract provision limiting class size and a provision requiring that seniority be followed in staff reductions, as well as teachers' experience levels, racial composition of teachers and of students, district enrollments, and teachers' sex. Generally, class size provisions are found to increase the probability of transfers and reduce the probability of quits, but the seniority provision affects quit rates only in districts with rapidly declining enrollment. Results are concluded to uphold the explanatory power of both theories considered. (MJL)

ED 239 411 EA 016 379

Alternative Uses for Surplus School Facilities.  
Illinois State Board of Education, Springfield, Dept. of Planning, Research and Evaluation.

Pub Date—83

Note—39p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bids, \*Board of Education Role, \*Building Conversion, Community Involvement, \*Educational Facilities, Elementary Secondary Education, \*Legal Responsibility, Marketing, Meetings, Property Accounting, Property Appraisal, Records (Forms), \*School Closing, State Legislation, Zoning

Identifiers—\*Illinois

The suggestions contained in this guide are intended for local Illinois school boards faced with surplus school property. School boards should have open meetings to advise the community of the decision to sell or lease the property. Liaison committees should be established for communication between the school board and the city council, planning commission, and zoning board. Legal counsel can help the board through the legal and marketing phases of the project. At least two appraisals should be secured to help the board establish a fair market value, and an inquiry process is recommended to let the public and private sectors know that the district is seeking alternative uses of surplus properties. Finally, a marketing plan should be developed and a timetable established. The appendices (two-thirds of the document) contain sample forms of: a school board resolution authorizing property sale, a contract of sale, a bid form, pertinent sections of "The School Code of Illinois," a section of an appraisal, questions to be answered by potential bidders, tabulation of prospective purchasers, a notice of sale, and an advertisement for an inquiry period. (MLF)

ED 239 412 EA 016 380

State, Local, and Federal Financing for Illinois Public Schools, 1983-1984. Revised.

Illinois State Board of Education, Springfield.

Pub Date—Nov 83

Note—135p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adult Education, \*Educational Finance, Elementary Secondary Education, \*Federal Aid, Federal Programs, Property Taxes, \*Public Schools, \*Resource Allocation, School Accounting, \*State Aid, State Legislation, State School District Relationship, Tables (Data)

Identifiers—\*Illinois

The sources and amounts of funds available for Illinois pre-kindergarten through post-secondary educational programs are explained in this monograph. The publication contains a summary of fiscal year 1984 appropriations and fiscally related legislation, as well as a brief explanation of state revenues and sources of local revenues. Chapter 1 describes state legislative appropriations for the distribution of funds to local school districts. Chapter 2 presents federal education programs, citing the legislation and briefly describing resulting programs, their intended participants, and the funding allocated or expected. Among these are programs directed to aid children categorized as educationally deprived, handicapped, migrant, refugee, or neglected and delinquent. Programs for bilingual education, school breakfast and lunch, vocational education, and adult education are also summarized. Chapter 3 summarizes the state legislation that relates to property tax and to school district accounting. Chapter 4 presents school management practices that include levying procedures, tax rate limitations, interfund transfers, purchasing, and short-term and long-term borrowing. Chapter 5 contains activities of the Illi-

neis Financial Accounting Committee and the Public School Finance Project. Nine appendices include a recommended reading list for school finance, a glossary, sample computation sheets, and funding levels of districts at various wealth levels. (MLF)

**ED 239 413** EA 016 381  
Raising Expectations: Model Graduation Requirements.

California State Board of Education, Sacramento;  
California State Dept. of Education, Sacramento.  
Pub Date—83

Note—93p.

Available from—Publication Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 (\$2.75; California residents add sales tax).

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Computer Science Education, \*Course Descriptions, English Curriculum, \*Graduation Requirements, High Schools, \*Instructional Improvement, Natural Sciences, School Effectiveness, \*Secondary School Curriculum, Secondary School Mathematics, Second Language Instruction, Social Sciences, State Boards of Education, \*State Standards, Theater Arts, Visual Arts

Identifiers—\*California

The master plan in this document, drafted to improve the quality of education in California, is the result of (1) a survey of graduation requirements in the state and elsewhere in the nation and (2) public hearings. With the impetus of state legislation enacted in April 1983, the California State Board of Education has requested each district maintaining high schools to review, during the 1983-84 academic year, its present and planned graduation requirements, using the board's model as a yardstick, and to report to the board by June 1, 1984, the graduation requirements they have established or plan to establish. The board has also suggested that schools phase in the district-approved graduation requirements for students entering high school in fall 1984 and graduating in spring 1988. The model is presented in alphabetical order by subject area: computer studies, English, foreign language, mathematics, natural science, social sciences, and visual and performing arts. The course title and level, aims and objectives, and course content are provided for each course. Recommendations are made for the implementation of the model. The appendices contain a history of the development of the model, descriptions of optional courses, acknowledgments, and a selected list of California State Department of Education publications. (MLF)

**ED 239 414** EA 016 382  
Guidelines for Local Educational Agencies for the Participation of Private School Students in ECIA, Chapter 1 Programs.

California State Dept. of Education, Sacramento.  
Office of Compensatory Education.

Pub Date—83

Note—51p.

Available from—Publication Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 (\$3.25; California residents add sales tax).

Pub Type—Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Compensatory Education, \*Compliance (Legal), Elementary Secondary Education, Federal Aid, \*Federal Legislation, Federal Regulation, Federal State Relationship, Government School Relationship, Guidelines, Private Education, Private School Aid, \*Private Schools, \*School Districts, State Departments of Education

Identifiers—\*California, \*Education Consolidation and Improvement Act 1981

This document's purpose is to assist local educational agencies in providing compensatory education services to students in private schools and to provide clarification about compensatory education program responsibilities as mandated by the Education Consolidation and Improvement Act (ECIA) of 1981. The first of the document's two major parts juxtaposes sections of the federal law and its supporting regulations with state guidelines relating to policy, private school participation, fiscal records and constraints, and program planning and ap-

proval. The first part concludes with a summary of the responsibilities of state and local educational agencies and individual private schools. The second part of the document contains five appendices, including a copy of the "Private School Affidavit," portions of the California Education Code index referring to private schools, a summary of California laws relating to private schools, the full text of Chapter 1 of the ECIA from the Omnibus Budget Reconciliation Act (Public Law 97-35) of 1981, and its supporting federal rules and regulations. (JBM)

**ED 239 415** EA 016 384  
College Core Curriculum: University and College Opportunities Program Guide.

California State Dept. of Education, Sacramento.

Pub Date—83

Note—25p.

Available from—Publication Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 (\$2.25; California residents add sales tax).

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Academic Achievement, Academic Aspiration, Academic Standards, Achievement Gains, Achievement Rating, Advanced Placement, College Bound Students, \*College Preparation, \*Core Curriculum, \*Minority Groups, Required Courses, \*School Effectiveness, Secondary Education

Identifiers—\*College Core Curriculum, Los Angeles Unified School District CA, \*Phineas Banning Senior High School CA

This booklet describes the College Core Curriculum (CCC) program recently initiated at Phineas Banning Senior High School in Los Angeles, which is designed to encourage more students to become positive, effective learners and to better prepare them for postsecondary education. Following an outline of CCC's goals and a breakdown of its programs from the first through the fourth year, the author discusses methods of student selection (self-referral, teacher and counselor recommendation) and the importance of counseling and such support services as study skills units, study groups, and university support for the program's success. The booklet then summarizes implementation steps and the requirements for establishing an academic booster's club. The subsequent section on determining how to measure CCC success emphasizes following up on graduates and keeping track of the high school performance of students who have gone on to college, the relative success of the school's academic program, students' expectations, and the general school environment. The booklet concludes with a section on the positive impact of CCC at Banning High School, which includes productive cooperation both with junior high schools that feed into Banning and with colleges and universities in the surrounding area. (JBM)

**ED 239 416** EA 016 385  
School Attendance Improvement: A Blueprint for Action.

California State Dept. of Education, Sacramento.

Pub Date—83

Note—26p.

Available from—Publication Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 (\$2.75; California residents add sales tax).

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Attendance, Educational Improvement, Elementary Secondary Education, Guidelines, \*Improvement Programs, \*School Attendance Legislation, School Community Relationship, \*School Policy

Identifiers—\*School Attendance Act (California)  
From 1981 through 1983, 32 schools in 28 districts participated in the pilot study authorized by California's School Attendance Improvement Act. On the basis of that study, the first of this report's two chapters offers six steps for a comprehensive approach to improving attendance: (1) assessing actual attendance, (2) developing policies and procedures for improving attendance, (3) selecting program strategies, (4) streamlining reporting systems, (5) orienting staff members, and (6) involving community members. Chapter 1 concludes with an attendance improvement program assessment

checklist. Chapter 2 of the document outlines four strategies for improving attendance: (1) school-to-home contact, (2) rewards for good attendance, (3) preventive measures (such as counseling, tutoring, and independent study), and (4) negative consequences for poor attendance (such as inhouse suspension, Saturday school programs, and truancy reduction programs like the "Operation Stay in School" program started in Fresno and now used statewide). Each of the descriptions of the four strategies in chapter 2 is followed by tips on strategy implementation. A table detailing the use of various attendance improvement strategies by schools participating in the pilot study is appended. (JBM)

**ED 239 417** EA 016 386  
Invitation to Submit for Adoption in California Basic Instructional Materials in the Areas of: Art, Music, Bilingual-Bicultural, English as a Second Language, and Foreign Language; 1983-84.

California State Board of Education, Sacramento.  
Pub Date—Nov 83

Note—133p.

Available from—Publication Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 (\$2.75; California residents add sales tax).

Pub Type—Legal/Legislative/Regulatory Materials (090) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Art Education, Bilingual Education, Compliance (Legal), Elementary Education, English (Second Language), \*Guidelines, \*Instructional Development, \*Instructional Materials, \*Media Selection, Multicultural Education, Music Education, Publishing Industry, Second Language Instruction, Textbook Content, \*Textbook Selection, \*Textbook Standards

Identifiers—California State Board of Education, \*Invitation to Submit Materials

This Invitation to Submit Materials provides an overview of the total instructional materials adoption-distribution process and specific instructions relating to initial submissions for materials to be used in California schools-kindergarten through grades 1 to 8—in the areas of art, music, bilingual and bicultural education, English as a Second Language, and foreign languages. The State Department of Education distributes the invitation to publishers interested in participating in the process. The introductory pages of the document provide information on the framework/adoption cycle, legal authority, adoption process, instructional materials funding, ordering and distribution process, and special approvals. The following attachments are included: framework/adoption cycle; education code provisions and instructional materials; specimen copies of the "List of Instructional Materials Submitted for California State Adoption"; International Standard Book Number; instructions for completing "Program Descriptions"; legal compliance (social content) standards; criteria for evaluating instructional materials; specimen copy of "Price Quotation on Instructional Materials"; specimen copy of "Statement of Textbook Specifications"; specimen copy of standard agreement (contract) between the State Board of Education and the publisher; and payment approval process and procedures. The document also includes a list of acronyms and a schedule of significant events for the 1983-84 adoption process. (PB)

**ED 239 418** EA 016 390  
Greene, Brenda Z.  
Curriculum: The Board's Role.  
National School Boards Association, Washington, DC. Educational Policies Service.

Pub Date—Jan 84

Note—8p.

Journal Cit—Updating School Board Policies; v15 n1 p1-3 Jan 1984

Pub Type—Collected Works - Serials (022) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Education, \*Board of Education Policy, \*Board of Education Role, \*Community Control, Court Litigation, \*Curriculum, Dress Codes, Elementary Secondary Education, Legal Responsibility, Principals, Required Courses, \*School District Autonomy, \*State School District Relationship

Identifiers—Illinois, Michigan, Minnesota, Ohio  
As a result of the National Commission on Excellence in Education report and other recent studies,

an increasing number of governors and state legislators have sought to establish new requirements and minimum standards statewide. Addressing the potential threat that these requirements represent to local school boards in their efforts to maintain control over curriculum policies, this issue's lead article emphasizes the board's responsibility to keep as much control as possible by reviewing its own policies, clarifying its goals and practices, keeping in ongoing, developing new courses, establishing an ongoing evaluation, ensuring effective policy implementation, and informing state regulators of the particular needs of the local community. (JBM)

ED 239 419 EA 016 391

Beckham, Joseph C.

School Officials and the Courts: Update 1983. ERS Monograph.

Educational Research Service, Arlington, Va. Pub Date—83

Note—78p.

Available from—Publications, Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA 22209 (Stock No. 222-00030; \$14.50 for nonsubscribers, \$7.25 for subscribers).

Pub Type—Legal/Legislative/Regulatory Materials (090)

Document Not Available from EDRS.

Descriptors—Administrators, Board of Education Policy, Collective Bargaining, \*Court Litigation, Disabilities, Due Process, Educational Administration, Educational Finance, Elementary Secondary Education, Employment Practices, \*Federal Courts, Federal Legislation, Freedom of Speech, \*Legal Problems, Legal Responsibility, \*Public Schools, Religion, \*School Law, School Personnel, School Policy, Social Discrimination, \*State Courts, State Legislation, Student Rights, Teacher Discipline, Teachers, Teacher Welfare, Torts

Sixth in a series providing a scope treatment of case law on a wide range of public school issues, this monograph reviews selected federal and state decisions handed down between June 30, 1982 and June 30, 1983. School board issues covered include at-large election, open meeting laws, and authority to close schools, reduce salaries, interpret disciplinary policy, and limit information dissemination. Decisions involving administrators include certification and licensure, suspension, corporal punishment, tenure, nepotism, and discrimination. Finance issues include tax deduction for educational expenses, misapplication of federal funds, and charging nonresident tuition and activity fees. Cases concerning collective bargaining involve mandatory subjects, selection and authority of bargaining representative, seniority versus affirmative action, cost-of-living clauses, contract enforcement, grievance administration, and bias-in-strike resolutions. A section on teachers reviews decisions on procedural due process, nonrenewal notices, suspension hearings, fair hearings, evaluation, dismissal, reduction in force, discrimination, and free speech. Student issues include due process, discrimination and desegregation, free speech, freedom of religion, search and seizure, and handicap issues. Cases involving religion concern public school prayer, use of facilities, and transportation to private schools. Discussed under torts are defamation, use of force, copyright and attendance law violation, and negligence. (MJL)

ED 239 420 EA 016 598

The Financing of Urban Public Schools: A Report on Selected School Systems. Supplement to Final Report, Volume 1 of the Congressionally Mandated Study of School Finance.

Department of Education, Washington, DC. Pub Date—Nov 83

Note—53p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Finance, Educationally Disadvantaged, Elementary Secondary Education, \*Enrollment Trends, \*Expenditure Per Student, \*Fiscal Capacity, Minority Group Children, Population Distribution, Population Trends, \*School Funds, School Statistics, School Support, State Federal Aid, \*Urban Demography, \*Urban Schools

This report on school finance trends in urban areas is based on an analysis of the fiscal and demographic features of 44 major U.S. cities, as these have changed between 1970 and 1980. During this period, urban school systems experienced a median enrollment decline of 25 percent (2.5 times the na-

tional average), as a result of declining populations in large cities and changing national demographic trends that reduced the ratio of children to the total population. At the same time, an increased concentration of minority and poor students, coupled with a proportional increase in private school enrollments, has resulted in a greater prevalence of needy children in urban public schools. The dramatic decline in enrollment has led to increased per pupil expenditure in nearly all the sample cities, but the growth in state and federal aid to education has reduced these schools' reliance on local revenue. Because of higher birth rates among the increasingly dominant minority groups, a reversal of the declining enrollments is likely to occur during the next decade. Demographic and fiscal features of individual cities were analyzed in an attempt to identify funding prospects. Thirteen were identified as having good prospects (i.e., expenditures per pupil more than 10 percent above national average); 18 had average prospects (within 10 percent of national average, plus or minus); and 13 had poor prospects (less than 90 percent of national average). (TE)

ED 239 421 EA 016 599

Baltzell, D. Catherine Dentler, Robert A.

Selecting American School Principals: Executive Summary.

Abt Associates, Inc., Cambridge, Mass.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—31 Jan 83

Contract—400-80-0017

Note—15p.; For related documents, see ED 236 811 and ED 238 206.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Characteristics, Administrator Evaluation, \*Administrator Qualifications, \*Administrator Selection, Assessment Centers (Personnel), Elementary Secondary Education, Internship Programs, \*Management Development, \*Principals

Identifiers—Broward County Public Schools FL, Hayward Unified School District CA, Hillsborough County Public Schools FL, Montgomery County Public Schools MD, National Association Secondary School Principals

A national study was conducted to determine the means by which school districts choose principals. The main goals of the study were to describe and characterize both common practices in principal selection and promising alternatives for improvement of common practice. Accordingly, the study was designed in two phases. In phase 1, field research teams closely investigated selection practices in 10 randomly sampled, geographically dispersed school districts with enrollments of 10,000 or more students. In phase 2, three alternative selection models (based on the needs revealed in phase 1) were chosen for study: (1) assessment centers, (2) district-operated internships, and (3) "exemplary" conventional practices. Five school districts were selected to represent these alternatives. In addition to the research report, the study produced a practical manual or sourcebook for use by school boards and administrators to improve methods of selection. Major research findings are described, followed by descriptions of each alternative model, in this executive summary of the project. (TE)

## EC

ED 239 422 EC 161 159

David, Jim. And Others

Attitudes towards Deinstitutionalization Held by Family Members of Institutionalized Mentally Retarded Persons.

Pub Date—3 Oct 83

Note—21p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Deinstitutionalization (of Disabled), \*Institutionalized Persons, \*Mental Retardation, \*Parent Attitudes, \*Placement

Parents/correspondents (N=500) of residents at a large public residential facility for the retarded were surveyed concerning their attitudes toward the community placement of their family member. One-half of the surveys originated from and were returned to the public facility, the other half of the surveys originated from and were returned to the Developmental Disabilities Planning Council

(D.D.P.C.) to control for respondent bias. The survey return rate was 64%. Of those returned, 74% indicated that the public facility was the most appropriate placement at the present time and 67% indicated that the public facility would be the most appropriate placement in the future. A majority of the parents/correspondents (79%) indicated that they were satisfied with the programming and care provided by the public facility and only 14% agreed with a court order to reduce the population in the state facilities. (Author/CL)

ED 239 423 EC 161 160

Kennitz, Thomas Milton. And Others

Management Systems for Gifted and Special Education Programs: A Manual for Cost-Effective Administration.

Report No.—ISBN-0-89824-025-5

Pub Date—82

Note—132p.; The document was developed at the Trillium Institute.

Available from—Trillium Press, Inc., Box 921, Madison Square Station, New York, NY 10159 (\$25.00).

Pub Type—Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—\*Budgeting, Cost Effectiveness, \*Disabilities, Elementary Secondary Education, Financial Support, \*Gifted, \*Management Systems, \*Program Administration, Program Development, \*Program Evaluation, Program Implementation, Resource Allocation

The book proposes ways in which programs for gifted and handicapped students can be managed to make the best use of resources. An initial section provides guidelines for administrators who manage gifted programming. Guidelines touch upon the following topics: analysis of current efforts, assessment of staff and program needs, student identification procedures, budgetary concerns, design of program prototypes, community learning resources, enrichment activities, and evaluation. The second section examines aspects of developing a comprehensive management system in special education, with emphasis on the formation of an information management system. The succeeding three sections are devoted to preparing the budget (with sample worksheets included), formulating an evaluation approach (with information on such topics as criterion-referenced objectives and program implementation), and developing an orderly system of funding (with attention to a nine-step model involving grant seeking). (CL)

ED 239 424 EC 161 161

Hirsch-Pasek, Kathy. Freyd, Pamela

What Deaf Individuals Bring to the Reading Task: A Focus on Word Identification Strategies.

Pub Date—May 83

Note—19p.; Paper presented at the International Reading Association Conference (Anaheim, CA, May, 1983).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cues, \*Deafness, \*Decoding (Reading), Elementary Secondary Education, \*Finger Spelling, Morphology (Languages), \*Reading, Reading Instruction, Vocabulary Skills, \*Word Recognition

The paper examines the role of morphological (word) cues in reading and considers the implications for deaf students. Theories on the importance of decoding and morphological comparison in competent reading comprehension are reviewed, and studies on how successful deaf readers learn morphological cues are described. Findings show that deaf readers use systems analogous to "sounding out the word" (by mouth movements and translation into finger spelling). The use of the finger spelling strategy is suggested as a way to help deaf students identify more sight vocabulary. Further results are cited to show that deaf Ss can detect morphological regularities between words. The paper concludes with suggestions for helping deaf students improve both their finger spelling decoding and their ability to understand morphological relatedness. (CL)

ED 239 425 EC 161 162

Hirsch-Pasek, Kathy. Freyd, Pamela

Deaf Readers Ability to Analyze Morphological Regularities.

Pub Date—Aug 83

Note—13p.; Paper presented at the Annual Conference of the American Psychological Association



(Anaheim, CA, August 26-30, 1983).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Adults, \*Deafness, Decoding (Reading), \*Morphology (Languages), Reading Instruction, Reading Processes, Spelling, \*Word Recognition

Seventeen deaf adults and 17 hearing controls participated in three experiments to determine the use of morphemes by deaf Ss as a unit of analysis in reading English. Ss were asked to circle pairs of words with related meaning, divide a derivationally complex word into its component parts, and choose words that best complete sentences. Among findings were that the deaf Ss generally were not confused by visual similarities and identified word pairs with 90% accuracy; deaf Ss were more likely to commit syllabic errors than hearing Ss and deaf Ss scored significantly above chance on the word completion tasks, with an average of 84% correct. It is suggested that in the absence of sound, morphological information can provide a compensatory approach to word identification and reading comprehension. (CL)

ED 239 426

EC 161 163

Kreger, Robert D. Kreger, Linda R.

Looking at Emotional Disturbance from a Developmental Perspective: An Assessment and Treatment Model.

Pub Date—Apr 81

Note—26p; Paper presented at the Annual Convention of the Council for Exceptional Children (59th, New York, NY, April 12-17, 1981). Print is marginally legible.

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Child Development, \*Developmental Stages, \*Emotional Disturbances, \*Models, Student Evaluation, \*Theories

The authors present an overview of an assessment and intervention model designed for emotionally disturbed students. The approach is based on an integration of the interrelated theories of S. Freud, E. Erikson and J. Piaget as well as the works of other major professionals in the fields of education, psychology and child development. Brief discussions focus on the developmental approach and the assessment and intervention strategies. Sample assessment and intervention patterns are traced for five variables (developmental problems and symptoms, impulsivity, morality, interaction with adults, and interaction with other children) and four stages (ages 0 to 1.5, 1.5 to 3, 3 to 6, and 6 to 12). (Author/CL)

ED 239 427

EC 161 164

Friedman, Janice

A Teacher's Perspective of the Five P's. The Five P's: A New Handicapped Preschool Children's Assessment Tool.

Pub Date—Aug 83

Note—20p; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983). Parts of the document are marginally legible.

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Behavior Rating Scales, Cognitive Style, \*Developmental Disabilities, Diagnostic Teaching, \*Emotional Disturbances, Evaluation Methods, Individualized Education Programs, \*Parent Teacher Cooperation, Preschool Education, \*Student Evaluation

Identifiers—\*Parent Professional Preschool Performance Profile

This paper describes the early childhood special educator's use of the Five P's (Parent/Professional Preschool Performance Profile), a new assessment tool developed by the Variety Preschooler's Workshop (Syosset, New York) for use with children with emotional and developmental disorders functioning on a preschool level. The Five P's tool consists of 15 scales focusing on five areas of development: (1) routines and self-help skills, (2) motor, (3) language, (4) social and (5) cognitive skill development. Also included are a Learning Style and Effective Teaching Methods page, IEP forms, and a Graphic Profile. It is a multivariate tool which involves the child's two primary caregivers, the teacher and the parent, in a shared assessment of the child's functioning in the classroom and the home. Information from the Five P's does not replace evaluations by clinicians but is intended to integrate and supple-

ment these reports. The Five P's provides the teacher with a systematic method for assessing a child's skill and behavior repertoire and linking this evaluation to goal selection, curriculum planning and reevaluation. A detailed description of how the Five P's tool is used by the classroom teacher is given, with a case study to illustrate the process. (Author/CL)

ED 239 428

EC 161 165

Hicks, John S.

Validation Studies of the Five P's. The Five P's: A New Handicapped Preschool Children's Assessment Tool.

Pub Date—Aug 83

Note—24p; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Behavior Rating Scales, \*Classroom Observation Techniques, \*Disabilities, Evaluation Methods, Preschool Education, Student Evaluation, \*Test Validity

Identifiers—\*Parent Professional Preschool Performance Profile

This paper reports the results of the validity studies done on the Five P's (Parent/Professional Preschool Performance Profile), an assessment tool for parents and teachers developed by the Variety Preschooler's Workshop (Syosset, New York) to rate young handicapped children functioning between birth and 5 years of age on their observed performance in five areas of development: (1) routines and self-help skills, (2) motor, (3) language, (4) social, and (5) cognitive development. The validity studies focused on the correlations of the teacher's rating of 14 of the Five P's scales with scores on established tests including selected subscales of the Preschool Attainment Record; California Preschool Social Competency Scale; the Developmental Test of Visual Motor Integration; subscales of the McCarthy Scale; subscales of the Burkes Behavior Rating Scale; the Carrow Test for the Auditory Comprehension of Language; the Bzoch-League REEL scale; a Mean Length of Utterance measure; and the Leiter scale. The validity coefficients for all 14 subscales were in the .50 to .70 range. The results indicate strong evidence that the Five P's is a valid teacher observation instrument which measures important aspects of the young handicapped child's behaviors and skills. (Author/CL)

ED 239 429

EC 161 166

Sny, Christopher L.

Gifted/Talented Magnet School: Program Model/Curriculum Guide, 1983-1984.

Spons Agency—Jamesville Joint District 1, Wis.

Pub Date—83

Note—176p; Document may not reproduce well.

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01/PC08 Plus Postage.

Descriptors—Affective Behavior, Computers, \*Curriculum Development, Elementary Education, \*Gifted, Grade 3, Grade 4, Language Arts, \*Learning Activities, Mathematics, Problem Solving, Reading, Sciences, \*Talent

The curriculum guide for gifted and talented third and fourth grade students was developed in a 1-week teacher workshop. Introductory sections specify tasks and timelines, review characteristics of gifted and talented students, and describe the district's screening and identification process. The curriculum is based on a combination of acceleration and enrichment with a focus on developing thinking skills through creative learning tasks. Guidelines are offered for teaching creative problem solving. Objectives, sub-objectives, recommended teaching approaches and student activities, thinking levels, and resources are charted for language arts, reading, math, science (physical science, ecology, life science, and earth and space) and computertronics (problem solving with computers and computers in society). Separate sections consider an affective curriculum in addition to a unit on computers. (CL)

ED 239 430

EC 161 167

Madeja, Stanley S. Ed.

Gifted and Talented in Art Education.

National Art Education Association, Reston, Va.

Report No.—ISBN-0-937652-00-8

Pub Date—83

Note—129p.

Available from—National Art Education Association, 1916 Association Dr., Reston, VA 22091

(\$12.50, \$10.00 for NAEA members).

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Art Education, \*Community Programs, Demonstration Programs, \*Gifted, National Programs, Program Descriptions, \*State Programs, \*Talent, \*Visual Arts

Sixteen author contributed papers focus on exemplary visual arts programs for gifted and talented students. Each program description gives an overview of the program, which includes: goals, student population, location, and a narrative description of the teaching process and course content. Eight papers in the first section review school and community programs: "The Artistically Talented in an Urban Community" (E. Raichle); "Education through Art and Historical Preservation" (L. Sensat, Jr.); "Options for the Artistically Talented" (L. Hanson); "Project Challenge" (S. Sutfitt and R. Smith); "CAPP: Creative Art and Printmaking Program" (A. Petrilla); "Extra-Ordinary Art Classes" (C. Jones); "New York City's Music and Art High School" (S. Stember); and "Artistically Talented Program in the Jersey City Schools" (M. Weber and A. Guadagnolo). Section II describes six state and national programs: "The Indiana University Summer Arts Institute" (G. Clark and E. Zimmerman); "Oklahoma's Unique Fine Arts Camp" (J. Nelson); "Seeking the Best: Georgia Governor's Honors Program, Visual Arts" (R. Gassett); "Pennsylvania's Governor's School for the Arts" (C. McGee and A. Gatty); "The South Carolina Governor's School for the Arts" (P. Dunn and T. Hatfield); and "ARTS/The Program and the Process for Recognition of the Gifted and Talented in the Arts" (C. Dorn); A final section, containing "Serving the Needs of the Gifted through the Visual Arts" (C. Fritz) and "What Happens after the Gifted Program?" (J. Maine and R. Clements), provides commentary on aspects of gifted programming. (CL)

ED 239 431

EC 161 168

Starter: A Notebook for New Teachers.

Mid-South Regional Resource Center, Lexington, Ky.; North Carolina State Dept. of Public Instruction, Raleigh, Div. for Exceptional Children.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—Mar 82

Contract—300-80-0722

Note—327p.

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01/PC14 Plus Postage.

Descriptors—\*Beginning Teachers, Behavior Modification, \*Classroom Design, Classroom Environment, \*Classroom Techniques, Definitions, \*Disabilities, Elementary Secondary Education, \*Gifted, State Standards, Student Characteristics, \*Talent, Teacher Burnout, Teaching Methods

Identifiers—North Carolina

The manual is intended to help new teachers in North Carolina provide education and related services to handicapped and gifted students. The first section discusses general resources for beginning teachers. Topics covered include getting the room ready, preparing to manage behavior, enjoying the first day of school, managing classroom problems, keeping records, developing parent involvement, and avoiding early burnout. The second section provides overviews (with definitions, a checklist of behaviors, considerations for the classroom environment, curriculum resources, support organizations, and training and technical assistance) for the following types of exceptionalities: autism, giftedness and talent, hearing impairments, mental handicaps, multiple handicaps, orthopedic impairments, health impairments, serious emotional disturbance, specific learning disabilities, speech and language impairments, and visual impairments. (CL)

ED 239 432

EC 161 169

Rutherford, Robert B., Jr., Ed.

Severe Behavior Disorders of Children and Youth.

Monograph in Behavioral Disorders. Summer, 1983.

Arizona State Univ., Tempe; Council for Children with Behavioral Disorders; Teacher Educators for Children with Behavioral Disorders.

Pub Date—83

Note—129p; Based upon a collection of papers presented at the Annual ASU/TECBE Conference on Severe Behavior Disorders of Children and Youth (6th, Tempe, AZ, 1983).

Available from—The Council for Exceptional Chil-

dren, Publication Sales, 1920 Association Dr., Reston, VA 22091 (\$6.00, \$5.00 with purchase of 10 or more; make check payable to Council for Children with Behavioral Disorders Publications, Publication No. B288).

Pub Type—Collected Works - Proceedings (021)  
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Affective Behavior, Autism, \*Behavior Disorders, Cognitive Development, Correctional Education, \*Curriculum Development, \*Intervention, Peer Teaching, Student Placement, Teacher Behavior, Teacher Education, Teaching Methods

Fourteen papers are presented from a conference on severe behavior disorders of children and youth. The following titles are included: "Beyond the Classroom: The Teacher of Behaviorally Disordered Pupils in a Social System" (C. Nelson); "Correctional Education and Special Education—An Emerging Partnership; or 'Born to Lose'" (B. Wolford); "Naturalistic Observation of Teacher Verbal Behavior in Classes for the Learning and Behavior Disordered" (R. Gable et al); "Aversiveness and Frequency of Use of Commonly Used Interventions for Problem Behavior" (F. Wood and B. Hill); "Training Teachers of Emotionally Handicapped Children: Priorities Identified by School Practitioners" (D. Lutkemeier); "IMPACT: A Functional Curriculum for Educating Autistic Youth in Natural Environments" (R. Neel et al); "Nonhandicapped Peers as Tutors for Severely Behaviorally Disordered Students" (W. Stainback and S. Stainback); "Making Decisions about the Noncompliance of the Severely Behaviorally Disordered and Autistic Individuals" (A. Hilton); "Brief Psychiatric Hospitalization: A Study of Its Effect on Special Education Placement" (S. Forness et al); "Levels and Combinations of Metal Pollutants and Measures of Behavioral Disturbance" (M. Marlowe et al); "The Effects of Medication and Curriculum Management on Task-Related Behaviors of Attention Deficit Disordered and Low Achieving Peers" (V. Thompson et al); "The Why, What, and How of Affection Education" (L. Brown and A. McKinnon); "Curriculum for Caring: Service Learning with Behaviorally Disordered Students" (A. Nicolaou and L. Brendtro); and "Understanding the Relationship between Cognitive Development and Classroom Management Decisions" (P. Zions and C. Weddle). (CL)

ED 239 433 EC 161 170

McHardy, Roberta

Providing Programs for Preschool Gifted Children on a Statewide Basis.

Pub Date—Aug 83

Note—13p; Paper presented at the World Conference on Gifted and Talented Children (5th, Manila, Philippines, August 4, 1983).

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Gifted, \*Preschool Children, Preschool Education, \*Program Development, \*State Programs, \*Talent

Identifiers—Louisiana

Louisiana's statewide provisions for education of gifted and talented preschoolers are reviewed, and difficulties encountered in serving 300 gifted young children are addressed. Among the administrative burdens cited are narrow identification criteria and the combination of limited financial and personnel resources resulting in the availability of only several program prototypes. Nine suggestions are offered to other states attempting to institutionalize statewide programming for gifted preschoolers, including design of a comprehensive plan for gifted education, establishment of an effective support group, pilot testing of a variety of delivery systems, provision of adequate teacher training, involvement of principals and school support personnel, and design of a system to track children through gifted programs. (CL)

ED 239 434 EC 161 171

Budnick, Albert, Ed.

Computers in the Classroom.

Long Island Univ., Greenvale, N.Y. C.W. Post Center.

Pub Date—83

Note—17p; A publication of the Department of Special Education and Reading.

Journal Cit—Post Time; v1 n1 Win 1983

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Computer Assisted Instruction,

\*Computer Managed Instruction, \*Computer Programs, \*Computers, \*Disabilities, Elementary Secondary Education, Minicomputers, Special Education

The first edition of this journal features seven papers on computers in special education. D. Berkell reviews basic information in "For the Uninitiated: What Teachers Should Know about Computers." D. Shanahan briefly describes a computer problem solving program in "Robots in the Kindergarten." J. Beckerman relates her own experiences using computers as instructional tools in "You Don't Have to Know the Language." The application of computers to administrative use is addressed by J. Mittler in "Computer-Assisted Management and Special Education." E. Cain, Jr. traces the evolution of a microcomputer program in his school district in "The Computer and Special Education: A School Administrator's View." J. Ammer describes classroom applications in "Computer Assisted Instruction: Practical Uses for Computers in the Classroom." In a final paper, "C. W. Post and Computer Education," H. Greene describes a proposal for a Master's degree in "Computers in Education." (CL)

ED 239 435 EC 161 172

Grosnick, Judith K. Huntze, Sharon L.

More Questions Than Answers: Review and Analysis of Programs for Behaviorally Disordered Children and Youth. National Needs Analysis in Behavior Disorders.

Missouri Univ., Columbia. Dept. of Special Education.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

Pub Date—Jul 83

Grant—G008101817

Note—28p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Behavior Disorders, Elementary Secondary Education, \*Evaluation Methods, Literature Reviews, \*Program Descriptions, \*Program Evaluation

The monograph details a process for evaluating programs for behaviorally disordered students as well as the results of that analysis. Initial chapters consider the establishment of criteria for well-conceptualized programs and review of a broad literature search on programs for this population. Difficulties are noted with minimal information on many components of 81 identified programs. A chapter on outcome summarized the 81 programs as a group according to quality of discussion on eight program criteria: philosophy, goals, population, entry, methods, exit, evaluation, and operations. Among findings were that exit criteria was the weakest element described, while methodology and operations discussions were the strongest. A final chapter cites questions raised by the data, including reasons for over-representation of mental health programs and programs for adolescents and the nature of distinctions between programs and programming. Implications for teacher education and the sharing of professional information are considered. (CL)

ED 239 436 EC 161 173

Stremel-Campbell, Kathleen

Integration for Severely Handicapped Children and Youth.

Teaching Research Infant and Child Center, Monmouth, Oreg.

Pub Date—Sep 83

Note—7p.

Available from—Teaching Research, Monmouth, OR 97361.

Journal Cit—Teaching Research; v12 n1 Sep 1983

Pub Type—Reports - Descriptive (141) — Collected Works - Series (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, \*Interaction, \*Mainstreaming, Models, Peer Acceptance, Peer Relationship, \*Severe Disabilities, Social Development, \*Student Placement

A model for integrating severely handicapped children and youth is composed of five major components: (1) general integration (in which a needs assessment determines such aspects as visibility of the classroom, interaction with regular classroom staff, and school-home communication); (2) active integration (in which educational and social activities are systematically programmed); (3) prelanguage and language communication (which includes training of peer tutors and peer partners to use the stu-

dent's prelanguage system, electronic devices, manual signs, or communication boards); (4) generalization of communication and social interaction (in which skills are generalized to nontraining environments); and (5) parent support and involvement. Five products of the model are being field tested and revised. (CL)

ED 239 437 EC 161 174

Barrett, Patricia L. And Others

Policy Paper: Recommendations for Inclusion of Career Education, Vocational Education, Work Experience and Independent Living Skills on the Differential Standards for Graduation for Special Education Students.

Pub Date—Jun 83

Note—16p; Prepared by the Differential Standards for Graduation Committee: Project Workability.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Career Education, Daily Living Skills, Disabilities, \*Graduation Requirements, \*Learning Disabilities, Secondary Education, \*Vocational Education

Identifiers—California

The paper reports findings of a California committee on the need for differential graduation standards for students with learning disabilities and/or other educational handicaps. The committee proposes minimum levels of proficiency in career education, vocational education, work experience, and independent living skills to help students gain usable skills in the labor market. Skills should be infused through the total curriculum. The broad concept of career education is examined and its principles recommended for insertion in special education. Similarly, the scope of vocational education is examined and its contributions considered. The committee asserts that differential standards should be based on applied learning in career education, vocational education, work experience and independent living skills. Recommendations are offered for such actions as establishing a task force to study policies for differential graduation standards; developing proficiency examinations based on vocational and independent living competencies; and developing inservices for parents, teachers, and community members on career/vocational and independent living skills. (CL)

ED 239 438 EC 161 175

GATE-Way to Success: Hispanic Gifted Program.

Identification Packet [and] Instructional Guide.

Orange Unified School District, Calif.

Pub Date—[81]

Note—424p.

Pub Type—Reports - Descriptive (141) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors—Curriculum Guides, Elementary Education, \*Gifted, \*Hispanic Americans, Intermediate Grades, Language Arts, Lesson Plans, Literature, \*Minority Groups, \*Multicultural Education, Social Studies, \*Talent Identification

The packet describes procedures for identifying Hispanic elementary students with high academic potential and presents an instructional guide for programming. Guidelines are presented for conducting a needs assessment on the extent of ethnic imbalance in current gifted programs, encouraging referrals from all staff, and describing the search of all students. Screening is then undertaken for students identified in the search process. Written documentation must then certify that the student is in the top two percent of academic potential, and placement follows such certification. Twenty-five lessons are presented for incorporation into the regular program; these may provide students with opportunities to display characteristics of gifted and talented children. A separate instructional guide for gifted Hispanic students in grades 4-6 contains instructional units which emphasize multicultural awareness and high thinking processes in the subjects of literature, social studies, and language arts. Units list information on goals, objectives, content concept, multicultural emphasis, activities, and resources/materials. (CL)

ED 239 439 EC 161 176

Olsen, Kenneth R.

Obtaining Related Services through Local Interagency Collaboration.

Mid-South Regional Resource Center, Lexington, Ky.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—[83]  
Contract—300-80-0722  
Note—58p.

Pub Type—Reports - Descriptive (141)  
EDRS Price - MF01/PC03 Plus Postage.  
Descriptors—\*Agency Cooperation, Agency Role,  
\*Cooperative Planning, \*Coordination, \*Disabili-  
ties, Educational Cooperation, Elementary Sec-  
ondary Education, Financial Policy, \*Shared  
Services

Designed as a resource for local school adminis-  
trators, the report describes the experiences of 15  
local special education agencies in providing related  
services at reasonable cost through interagency co-  
operation. An introductory chapter discusses the  
role of interagency committees (both policy and di-  
rect service types), and provides information on five  
local education agencies (LEA sites) with successful  
interagency networks. The importance of clarifying  
roles and responsibilities regarding needs and stan-  
dards, resource allocations, and procedures is em-  
phasized, and the example of one LEA's  
interagency agreement is offered. Joint funding con-  
siderations are analyzed and examples of five sites'  
approaches are given. Four site descriptions illus-  
trate methods for pooling resources. A concluding  
chapter reviews potential problems in the interdis-  
ciplinary approach and ways to solve them. Each of  
the descriptions of model sites includes information  
on development and results as well as the name and  
address of a contact person. (CL)

ED 239 440 EC 161 177

Parents Ask PACER = Los Padres Preguntan a  
PACER.  
PACER Center, Inc., Minneapolis, MN.  
Pub Date—Jan 83  
Note—39p.

Available from—PACER Center Inc., 4701 Chi-  
cago Ave. South, Minneapolis, MN 55407 (\$1.00  
English; \$2.25 Bilingual).

Language—English; Spanish  
Pub Type—Guides - Non-Classroom (055) — Mul-  
tilingual/Bilingual Materials (171)

EDRS Price - MF01 Plus Postage. PC Not Avail-  
able from EDRS.

Descriptors—\*Disabilities, Elementary Secondary  
Education, Individualized Education Programs,  
Parent Participation, \*Parent Role, Parent School  
Relationship

The booklet is composed of columns that have  
appeared in each issue of "FACESETTER," a  
newsletter published by PACER Center, a coalition  
of 18 Minnesota disability organizations focusing on  
appropriate education for handicapped students.  
Columns are intended to address topics of interest  
to parents, including changes that may be made in  
students' individualized education programs after  
parents have signed them, suspension, maintaining  
students in regular classes, the role of related ser-  
vices, programs for children with emotional prob-  
lems, parental assertiveness, implications of changes  
in regulations, and parents' roles in effecting im-  
proved services. (CL)

ED 239 441 EC 161 178

Smith-Davis, Judy  
When Handicapped Children Grow Up.  
National Information Center for Handicapped Chil-  
dren and Youth, Washington, DC.  
Spons Agency—Special Education Programs (ED-  
/OSERS), Washington, DC.

Pub Date—Sep 83  
Contract—300-82-0247  
Note—5p.

Pub Type—Guides - Non-Classroom (055)  
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Agency Cooperation, Community  
Resources, Coordination, \*Disabilities, \*Educa-  
tion Work Relationship, \*Employment, \*Emple-  
ment Opportunities, Postsecondary Education,  
Secondary Education, Vocational Education

The newsletter focuses on the transition from  
school to work for individuals with handicaps. The  
changing employment scene is examined as are the  
implications for the education of secondary students  
with handicaps. Among educational implications  
cited are the needs for curricula in occupational  
survival skills and for teamwork among school per-  
sonnel. The importance of interagency collabora-  
tion is emphasized. Generally low levels of hiring  
handicapped workers are noted, but examples of  
innovative approaches to expanding employment  
and training opportunities through interagency link-  
ages are pointed out. Implications of the Job Part-  
nership Training Act are briefly reviewed.

Opportunities in both higher education and the arts  
are explored as illustrations of ways in which the gap  
in services can be bridged at the community level.  
(CL)

ED 239 442 EC 161 179

Milich, Richard And Others  
Two Year Stability and Validity of Playroom  
Observations of Hyperactivity.

Spons Agency—National Institutes of Health  
(DHHS), Bethesda, Md.

Pub Date—Aug 83  
Grant—NIH-32992

Note—18p.; Paper presented at the Annual Meet-  
ing of the American Psychological Association  
(91st, Anaheim, CA, August 26-30, 1983).

Available from—Richard Milich, University of  
Iowa, Department of Psychiatry, Iowa City, IA  
52242.

Pub Type—Speeches/Meeting Papers (150) — Re-  
ports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age, \*Attention, \*Behavior Patterns,  
\*Behavior Rating Scales, Elementary Education,  
\*Hyperactivity, Observation, \*Play

The study examined the 2-year stability and valid-  
ity of playroom observations of behaviors associated  
with hyperactivity in 48 boys who were evaluated  
originally as outpatients in a child psychiatry clinic,  
and seen again approximately 2 years later at fol-  
low-up. At both evaluations, the boys participated  
in two 15-minute playroom procedures: a relatively  
unstructured free play period; and a relatively struc-  
tured, restricted academic period. The observation  
measures of gross and fine motor activity, sustained  
attention, and self-vocalization in both periods  
showed significant stability over the 2-year period,  
even after the effects of age and IQ were partialled  
out. Further, these behaviors generally showed sig-  
nificant improvement between the two observa-  
tions. Thus, consistent with previous research and  
clinical observations, behaviors typically associated  
with hyperactivity were found to show significant  
improvement as the boys got older, although their  
relative rank order remained stable. The results also  
indicated that a measure of hyperactivity generated  
at referral was significantly related to many of the  
observation measures collected at follow-up. Taken  
together, these results suggest that the present play-  
room observation procedure is measuring stable and  
valid aspects of hyperactive behavior among a sam-  
ple of clinic-referred boys. (Author/CL)

ED 239 443 EC 161 180

McCabe, Ann E. Bebout, Linda J.  
Style Characteristics of the Language Acquisition  
of Mentally Retarded Children.

Pub Date—Aug 83

Note—15p.; Paper presented at the Annual Meet-  
ing of the American Psychological Association  
(91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Speeches/Meeting Papers (150) — Re-  
ports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Developmental Stages, \*Language  
Acquisition, \*Learning Processes, \*Mental Retar-  
dation, Young Children

Six mildly to moderately retarded children (2-5  
years old) were studied to compare their pattern of  
language development with that of nonhandicapped  
young children. Tape recordings of Ss' spontaneous  
speech at home were examined and compared to  
data on normal development according to such vari-  
ables as differential noun/pronoun use, noun type/  
token ratio, elaboration of noun phrases, use of  
descriptive adjectives and possessives, and speech  
function. Data suggested that Ss showed an expres-  
sive style (a low proportion of common nouns with  
relatively high proportions of pronouns, function  
words, and personal social words in their early vo-  
cabulary) as opposed to the referential style (charac-  
terized by a high proportion of common nouns).  
Implications for assessment and intervention center  
on the importance of understanding the characteris-  
tics of the expressive style. (CL)

ED 239 444 EC 161 181

Kemp, Bryan  
Aging among the Disabled: A Neglected Area.

Pub Date—Aug 83

Note—28p.; Paper presented at the Annual Meet-  
ing of the American Psychological Association  
(91st, Anaheim, CA, August 26-30, 1983). Paper  
originally titled "Patterns of Aging among Physi-  
cally Disabled People."

Pub Type—Speeches/Meeting Papers (150) —

Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Aging (Individuals), Emotional  
Problems, \*Mental Retardation, \*Older Adults,  
\*Physical Disabilities, Physical Health, \*Psycho-  
logical Characteristics, \*Social Influences

The paper addresses issues involved in the aging  
of persons disabled earlier through spinal dysfunc-  
tion (post-polio and spinal cord injury) and mental  
retardation. Biological, psychological, and social as-  
pects of aging are examined separately. In a discus-  
sion of longevity and physical health, causes of  
functional aging are considered. Psychological fac-  
tors, such as depression, motivational problems, and  
cognitive problems are reviewed and the lack of  
research on this population cited. Social consid-  
erations, such as marriage stability, child rearing pat-  
terns, and living arrangements are discussed. Studies  
of physical health (including motor and respira-  
tory problems) and psychological aspects (such as  
career satisfaction and affective disorders) are  
recommended, and service needs for this population  
are pointed out. (CL)

ED 239 445 EC 161 182

A Manual for Parents of Gifted Children.  
New York State Education Dept., Albany. Div. of

Education for the Gifted and Talented.

Report No.—NYSED-83-7071

Pub Date—Sep 83

Note—24p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Gifted, Parent Child Relationship,  
\*Parent Role, \*Student Characteristics, Talent,  
\*Talent Identification

The manual is intended to help parents identify  
early characteristics and encourage learning in their  
gifted children. An introduction covers myths and  
facts about gifted children, citing the diversity  
among gifted students. Characteristics of gifted chil-  
dren recognized by parents are listed, including  
keen observation and curiosity, broad and changing  
interests, and heightened sociability and sensitivity.  
School identification procedures are reviewed. The  
parents' role in guiding, providing support, offering  
assistance, and fostering abilities at home is ad-  
dressed. Four sample activities in which parents  
may learn more about their children are suggested.  
A final note addresses the adaptations necessary for  
home and family schedules with some gifted chil-  
dren. (CL)

ED 239 446 EC 161 183

Robinson, Ann  
Saturday Programs for the Gifted: An Alternative  
for Parent Advocacy Groups.

Pub Date—83

Note—10p.

Pub Type—Guides - Non-Classroom (055) —  
Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education,  
\*Enrichment, \*Gifted, \*Parent Role, \*Program  
Development, \*Weekend Programs

Saturday enrichment programs are viable options  
for gifted children who are not served in the public  
schools. Because such programs are not dependent  
on schools or state departments for funding, or for  
initiation, Saturday programs can be successfully  
operated by parent and other advocacy groups.  
Guidelines for considering such programs focus on  
analyzing facilities and resources (including staff,  
publicity, and tuition considerations), developing an  
identification plan and program format (whether ex-  
tended learning or one-shot approaches), capitaliz-  
ing on procedures already in use in other Saturday  
programs, monitoring program results, and main-  
taining information on the program's teachers. (CL)

ED 239 447 EC 161 184

Brown, Lou And Others  
Teaching Severely Handicapped Students to Per-  
form Meaningful Work in Nonsheltered Voc-  
ational Environments. Draft.

Madison Public Schools, Wis.; Wisconsin Univ.,  
Madison.

Spons Agency—Office of Special Education and  
Rehabilitative Services (ED), Washington, DC.  
Div. of Innovation and Development; Office of  
Special Education and Rehabilitative Services  
(ED), Washington, DC. Div. of Personnel Prepa-  
ration.

Pub Date—Oct 83

Grant—6008302977; G008102099

Note—101p.; A revised version will be published in



"Perspectives in Special Education: State of the Art." by R. Morris, Ed. and B. Blatt, Ed. Glenview, IL: Scott Foresman Company, in preparation.

Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adults, Cost Effectiveness, Delivery Systems, \*Employment, Postsecondary Education, Secondary Education, \*Severe Disabilities, \*Sheltered Workshops, Success, Vocational Education, \*Vocational Rehabilitation

The paper criticizes the practice of providing sheltered occupational environments to severely handicapped individuals and considers ways in which public school programs and adult service systems can be arranged to maximize vocational functioning. Following an operational definition of meaningful work, the chapter analyzes reasons for the restrictive nature of sheltered vocational environments, including that work related skills are rarely required or developed, instruction is not emphasized, deviant actions are tolerated, and opportunities to benefit from interactions with nonhandicapped workers are not available. Followup data is cited to show trends toward functioning in nonsheltered vocational settings. Among reasons suggested for the growth-promoting nature of nonsheltered environments are availability of a continuous flow of meaningful work, greater opportunity to acquire and perform work related skills, and a social climate more conducive to success and personal growth. Relationships between meaningful work and pay are examined, and sheltered versus nonsheltered settings are compared in terms of cost, cost efficiency, and quality of life. Timelines for direct and indirect vocational instruction are offered. The nonsheltered vocational preparation program at the Madison (Wisconsin) Metropolitan School District is reviewed in terms of its development and its progression of services from middle schools to high schools and to post school services. Characteristics of successful delivery systems for severely handicapped adults are noted, including meaningful coordination between school and post-school agencies and instructional program emphases. (CL)

ED 239 448 EC 161 185

Hall, Suzanne E., Ed.

Into the Christian Community: Religious Education with Disabled Persons.

National Catholic Educational Association, Washington, D.C.

Pub Date—82

Note—115p.

Available from—National Catholic Educational Association, James Place, 1077 30th St., N.W., Suite 100, Washington, DC 20007 (\$5.25).

Pub Type—Guides - Non-Classroom (055) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Catholics, Church Programs, \*Disabilities, Elementary Secondary Education, \*Mainstreaming, \*Religious Education, Teaching Methods

The guidebook, designed for professionals and paraprofessionals working with disabled persons in parishes, schools, and institutions, examines issues in religious education with disabled persons. Papers focus on integration of disabled persons into the religious educational community and into the Christian community. S. Hall makes a plea for full integration and participation of disabled persons in "Into the Christian Community." S. Haskett, in "Disabled Persons as Our Sisters and Brothers in the Christian Community," cites church teachings on the subject, and M. Harrington considers issues involved in disabled persons' sharing the sacraments in "Reflections on Disabled Persons' Participation in Sacramental Life." K. Jennings explores approaches for churches and dioceses in "Special Religious Education Programs: Organizational Considerations and Effective Teaching Techniques." Practical suggestions for teachers of mainstreamed students in religious education are provided in "Some Thoughts on Mainstreaming" by B. O'Donnell. Drama, pictures, and music are among the avenues explored by B. Britschgi in "Communicating Jesus to Non-Verbal Developmentally Disabled Persons." Curricular and instructional ideas are provided by B. Britschgi and K. Jennings in "A Formation Program for Volunteer Catechists." Examples of five special religious curricula are given, and a concluding paper by H. McDonald lists resources for parents and teachers.

(CL)

ED 239 449

Robinson, Ann

The Effects of Labeling Students as Gifted.

Pub Date—Nov 83

Note—6p.; Summary of a paper presented at the Annual Convention of the National Association for Gifted Children (30th, Philadelphia, PA, November 5-11, 1983).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Gifted, \*Grading, Labeling (of Persons), \*Underachievement

The study examined differences in the classroom grading procedures of 91 preservice teachers for labeled versus nonlabeled gifted students. Ss were randomly assigned to one of three conditions: non-labeled, labeled achiever, or labeled underachiever. Ss were given packets containing student writing samples and were asked to score the papers holistically (ranking a group of papers on general merit). Differences between the gifted achiever and the gifted underachiever were nonsignificant, as were the differences between the labeled and nonlabeled condition. Findings indicated that the label gifted (either achiever or underachiever) did not significantly affect grading. Recommendations are made for future research. (CL)

ED 239 450

Ochoa, Alberto M., Ed. Hurtado, Juan, Ed.

Special Education and the Bilingual Child. Proceedings of Conference Held at Pasadena Hilton (Pasadena, California, December 3, 1981).

San Diego State Univ., Calif. National Origin Desegregation Assistance (Lau) Center.

Spons Agency—Department of Education, Washington, DC.

Pub Date—82

Note—109p.; For individual papers presented at this conference, see EC 161 188-198.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Bilingual Education, Elementary Secondary Education, \*Limited English Speaking, \*Special Education

The following eleven papers and appendixes were presented at this conference: (1) "The Exceptional Child: A New Challenge for Exceptional People," by Leonard Baca; (2) "A Theoretical Framework for Bilingual Instruction: How Does It Apply to Students in Special Education," by Fred Tempes; (3) "An Overview of the Requirements of Special Education (SB 1870) and Bilingual Education (AB 507)," by Eunice Cox and Maria Vasquez; (4) "Issues Regarding the Use of Interpreters and Translators in a School Setting," by Victoria Medina; (5) "Second Language Acquisitions: Implications for Assessment and Placement," by Jackie Kiraithe; (6) "Developing a Bilingual Individual Education Plan for Language Minority Students," by Henriette Langdon and Dennis Parker; (7) "An Approach for Identifying Language Minority Students with Exceptional Needs," by Marguerite McLean; (8) "Technical Aspects of Formal and Informal Assessment of Language Minority Students: A Practical Approach," by Hilda Carder and Jim Morrison; (9) "How to Utilize Various State and Federal Agency Resources for Limited English Proficient Pupils with Exceptional Needs," by Irene Martinez, Penni Foley, and Maria Vasquez; (10) "One Approach in Teaching the Special Education Child," by Richard Pacheco; (11) [Perspectives on Special Education Services for LEP Students], by Olivia Martinez and others. (Author)

ED 239 451

Baca, Leonard

The Exceptional Child: A New Challenge for Exceptional People.

Pub Date—82

Note—7p.; Paper contained in "Special Education and the Bilingual Child." Proceedings of a Conference (Pasadena, CA, December 3, 1981), edited by Alberto M. Ochoa and Juan Hurtado. See EC 161 187.

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingual Education, Delivery Systems, \*Disabilities, Educational Trends, Elementary Secondary Education, \*Limited English Speaking, Special Education, \*Trend Analysis

This paper briefly reviews the history of special education and bilingual education, noting parallels

and areas of mutual interest. The author cites the challenges involved in providing an appropriate bilingual multicultural education for handicapped children with linguistic differences, and emphasizes the importance of avoiding past mistakes in both bilingual and special education. He proposes three goals for the emerging field: the development of shared responsibility for the limited English proficient (LEP) handicapped child's education (including sharing of turf and avoiding the use of specialized jargon); the improvement of skills in working with LEP handicapped children; and the influencing of federal, state, and local policy related to appropriate service delivery to the populations. (CL)

ED 239 452

Tempes, Fred

A Theoretical Framework for Bilingual Instruction: How Does It Apply to Students in Special Education?

Pub Date—82

Note—20p.; Paper contained in "Special Education and the Bilingual Child." Proceedings of a Conference (Pasadena, CA, December 3, 1981), edited by Alberto M. Ochoa and Juan Hurtado. See EC 161 187.

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication Skills, \*Disabilities, Elementary Secondary Education, \*Language of Instruction, \*Limited English Speaking, Screening Tests, \*Second Language Instruction, Theories

This paper presents a rationale for educating limited English proficiency (LEP) students and considers implications of that rationale for the education of LEP pupils requiring special education. Research in areas of bilingualism, bilingual education, and second language acquisition has provided a basis for an educational framework. A model of language proficiency that identifies two major dimensions of language proficiency (communicative language skills and academic language skills) is described, and a key implication for LEP students (that basic communicative skills in a language do not predict academic skills) is noted. Implications of the viewpoint stressing a common underlying proficiency (that academic language proficiency will be enhanced through using the language of greatest facility) are considered. The area of second language acquisition is examined, and the importance of exposure to comprehensible English in a positive affective environment is stressed. Application of these findings to LEP special education students suggests that screening should be performed in English and the students' home language; screening results should be analyzed to determine the presence of a learning disability or the negative effects of subtractive bilingualism; bilingual rather than English only instruction will be most helpful to many LEP special education students; and second language teaching approaches should stress acquisition rather than learning. (CL)

ED 239 453

Cox, Eunice Vasquez, Maria

An Overview of the Requirements of Special Education (SB 1870) and Bilingual Education (AB 507).

Pub Date—82

Note—8p.; Paper contained in "Special Education and the Bilingual Child." Proceedings of a Conference (Pasadena, CA, December 3, 1981), edited by Alberto M. Ochoa and Juan Hurtado. See EC 161 187.

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingual Education, \*Disabilities, Elementary Secondary Education, Equal Education, Handicap Identification, \*Limited English Speaking, \*Special Education, State Legislation, Student Evaluation, Student Placement

Overviews are presented of the legal requirements for special education and bilingual education in California. Specific legislation affecting each is reviewed. Special education legislation requires such actions as psychological and health assessments for selected students, full-scale reassessments every 3 years for students remaining in special education, and placement of the student in the least restrictive environment. Bilingual legislation includes provisions for diagnostic assessment, placement in inappropriate bilingual programs, and staffing of bilingual programs with trained and credentialed teachers. Similarities between special and bilingual

education legislation are examined, including the concept of equal education opportunity on which they are based. Relationships between bilingual and special education practices in student identification, diagnosis/assessment, and placement are examined. (CL)

ED 239 454 EC 161 191

Medina, Victoria

Issues Regarding the Use of Interpreters and Translators in a School Setting.

Pub Date—82

Note—8p.; Paper contained in "Special Education and the Bilingual Child." Proceedings of a Conference (Pasadena, CA, December 3, 1981), edited by Alberto M. Ochoa and Juan Hurtado. See EC 161 187.

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Cultural Differences, Elementary Secondary Education, \*Interpreters, \*Limited English Speaking, \*Paraprofessional School Personnel, \*Student Evaluation, \*Translation

This paper sets forth guidelines regarding the use of interpreters/translators for use in assessment of students from linguistically and culturally different environments. Training components for such personnel are listed according to general knowledge, cultural knowledge, and specific skills. Limitations of using a third party in the assessment process include variation in interpretations and translation and the time consuming nature of the involvement. Do's and don'ts are offered, and the basic concepts related to the process of interpreting and translating are examined. Typical duties of interpreters (including involvement in parent-school conferences) and translators (including making written idiomatic and literal translations from and into the target language) are listed. Concluding remarks focus on minimum qualifications and the ethics and standards of the position for paraprofessionals. (CL)

ED 239 455 EC 161 192

Kiraithe, Jackie

Second Language Acquisition: Implications for Assessment and Placement.

Pub Date—82

Note—19p.; Paper contained in "Special Education and the Bilingual Child." Proceedings of a Conference (Pasadena, CA, December 3, 1981), edited by Alberto M. Ochoa and Juan Hurtado. See EC 161 187.

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Concept Formation, \*Disabilities, Elementary Secondary Education, \*Language Acquisition, \*Limited English Speaking, \*Second Language Instruction, Special Education, \*Student Evaluation, \*Student Placement

Research is reviewed on second language learning and implications for student assessment and placement of limited English proficient (LEP) students in special education are addressed. To support her contention that the most effective mode of instruction for an LEP child requiring special education should be within the framework of the child's own language and culture, the author cites research on the following topics: similarities and differences in the acquisition of first and second languages, transfer of concept development in the first language to the second language, differences in problems of second language acquisition versus learning disorders (language disorders present more complexity because they stem from a variety of sources), and reasons for greater benefits from special education in the child's native language (primarily for affective reasons). Needs for appropriate assessment instruments and instructional materials are noted. (CL)

ED 239 456 EC 161 193

Langdon, Henriette Parker, Dennis

Developing a Bilingual Individual Education Plan for Language Minority Students.

Pub Date—82

Note—7p.; Paper contained in "Special Education and the Bilingual Child." Proceedings of a Conference (Pasadena, CA, December 3, 1981), edited by Alberto M. Ochoa and Juan Hurtado. See EC 161 187.

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Disabilities, Elementary Secondary Education, \*Individualized Education Programs, Individualized Instruction, \*Limited English Speaking, Student Evaluation

Identifiers—Individualized Learning Plans

Requirements for individualized plans of instruction for special education students are discussed separately and a description of a combined plan is offered. The individualized education program (IEP) is reviewed in terms of identification and referral, development of the assessment plan, assessment, development and implementation of the IEP, IEP content, and due process provisions. Similarly, minimum content requirements of the individual learning plan (ILP), required for limited English proficient (LEP) students in California, are reviewed. Approaches for merging the IEP and ILP process/content for handicapped LEP students include identification assessment in English but the diagnostic assessment in the primary language, designation of the pupil's strongest language for basic skills/subject matter instruction, and sufficient bilingual teachers and aides. (CL)

ED 239 457 EC 161 194

McLean, Marguerite

An Approach for Identifying Language Minority Students with Exceptional Needs.

Pub Date—82

Note—9p.; Paper contained in "Special Education and the Bilingual Child." Proceedings of a Conference (Pasadena, CA, December 3, 1981), edited by Alberto M. Ochoa and Juan Hurtado. See EC 161 187.

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Disabilities, Elementary Secondary Education, \*Handicap Identification, \*Limited English Speaking, \*Referral, \*Student Evaluation Identification of language minority students with exceptional needs requires careful consideration. Students may be referred for no language proficiency, perceptual rather than academic difficulties, or lack of progress in current program. In California, team referral begins as an informal process. Among factors considered during the identification process are the student's language of instruction based on assessment of reading, writing, speaking, and comprehension; appropriate level of difficulty in materials; and the use of the support system to allow the student to move from the special education program into the bilingual and other regular programs. A flow chart specifies contingency steps in the identification process and presents an approach for meeting compliance issues in special education and bilingual education legislation. (CL)

ED 239 458 EC 161 195

Carder, Hilda Morrison, Jim

Technical Aspects of Formal and Informal Assessment of Language Minority Students: A Practical Approach.

Pub Date—82

Note—7p.; Paper contained in "Special Education and the Bilingual Child." Proceedings of a Conference (Pasadena, CA, December 3, 1981), edited by Alberto M. Ochoa and Juan Hurtado. See EC 161 187.

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, \*Evaluation Methods, \*Informal Assessment, Intelligence Tests, \*Limited English Speaking, \*Student Evaluation, Testing

Alternative approaches to the assessment of language minority students are considered. A comprehensive assessment of the limited English proficient (LEP) student is said to cover the following components: cognitive development, learning proficiency or rate of learning techniques, social adaptation, language assessment (expression, reception, discrimination), special vocabulary and glossary of terminology, and the role of cultural differences. Continued assessment of LEP students with exceptional needs is emphasized, with equal attention to psychometric and edumetric (programming-related) assessment. Among assessment recommendations made are for prereferral screening, more recruitment of bilingual or ethnically appropriate bilingual personnel, and use of multiple instruments. Alternative practices include the test-teach-reteach approach and the use of Piagetian cognitive development tasks during which students are observed in problem solving situations. (CL)

ED 239 459 EC 161 196

Martinez, Irene And Others

How to Utilize Various State and Federal Agency Resources for Limited English Proficient Pupils with Exceptional Needs.

Pub Date—82

Note—7p.; Paper contained in "Special Education and the Bilingual Child." Proceedings of a Conference (Pasadena, CA, December 3, 1981), edited by Alberto M. Ochoa and Juan Hurtado. See EC 161 187.

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingual Education, \*Disabilities, Elementary Secondary Education, Federal Legislation, Instructional Materials, \*Limited English Speaking, Special Education, \*Staff Development, State Legislation, \*Teacher Education, Teaching Methods

This paper considers issues involved in obtaining and using funds for limited English proficient (LEP) handicapped students, and reviews two major projects designed specifically for this population. Second language training programs have been offered to help assessment personnel develop further language skills and enhanced cultural appreciation. Six-week summer institutes have been attended by psychologists, speech and language specialists, resource specialists, and school nurses. The second project provides training materials for education staff working with LEP exceptional children. Training modules focus on three major areas: legislation in special and bilingual education, implications of bilingualism and multiculturalism for special education, and teaching strategies. A brief description of time requirements, target audience and objectives for each module is provided. (CL)

ED 239 460 EC 161 197

Pacheco, Richard

One Approach in Teaching the Special Education Child.

Pub Date—82

Note—10p.; Paper contained in "Special Education and the Bilingual Child." Proceedings of a Conference (Pasadena, CA, December 3, 1981), edited by Alberto M. Ochoa and Juan Hurtado. See EC 161 187.

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, Elementary Education, \*Language Experience Approach, \*Limited English Speaking, \*Mild Mental Retardation

A case study of a language confused, bilingual, educable mentally retarded child is presented to illustrate the array of factors involved in teaching limited English proficient exceptional children. A brief summary and list of recommendations by the psychologist note the child's social, economic, and cultural background. Pinpointed are the student's lack of knowledge of syntactic rules and vocabulary in both languages, unavailability of appropriate materials in the schools, and her need for opportunities to separate her language more systematically. A language experience program was initiated in which the class worked only in Spanish in the morning and only in English in the afternoon. A followup report indicates outstanding social growth, average intelligence, and improved academic performance. (CL)

ED 239 461 EC 161 198

Martinez, Olivia And Others

[Perspectives on Special Education Services for LEP Students.]

Pub Date—82

Note—16p.; Paper contained in "Special Education and the Bilingual Child." Proceedings of a Conference (Pasadena, CA, December 3, 1981), edited by Alberto M. Ochoa and Juan Hurtado. See EC 161 187.

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Agency Cooperation, Bilingual Education, Coordination, \*Disabilities, Elementary Secondary Education, \*Limited English Speaking, Second Language Instruction, Special Education, State Legislation, State Standards

Appendices B, C, and D of the Conference Proceedings relate to coordinating bilingual and special education services in one school district. The first section considers steps in developing a plan for collaboration, noting the importance of dialogue and communication among special educators, bilingual educators, and staff of programs teaching English as a second language. Solutions are offered to situations in which staff do not speak the child's language and existing resources are shared. Guidelines are offered on approaches to identifying and serving limited English proficient handicapped students. A second section briefly summarizes a collaborative approach which features training of credentialed bilingual teachers in special education and recruit-

ment of already trained bilingual special education teachers. A final section compares California state requirements for bilingual and special education in terms of purpose, student identification, assessment/diagnosis, student evaluation, placement, parent rights, and advisory committee function. (CL)

**ED 239 462** **EC 161 199**  
 Upton, Graham, Ed. Gobell, Alexander, Ed.  
*Behavior Problems in the Comprehensive School.*  
 Cardiff Univ. (Wales).  
 Pub Date—80  
 Note—192p.

Available from—The Secretary, Faculty of Education, University College, Cardiff CF2 4AG Wales (3 pounds).

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

**EDRS Price - MF01/PC08 Plus Postage.**  
 Descriptors—\*Behavior Problems, Elementary Secondary Education, Foreign Countries, \*Intervention, \*Mainstreaming, Program Descriptions, \*Theories, Trend Analysis  
 Identifiers—United Kingdom

The book examines approaches for serving behavior problem students in the ordinary British School. The first of four sections provides a theoretical framework against which to consider educational services for behavior problem students. Topics addressed include the emotional climate of the classroom and the nature and development of behavior problems. Classroom applications—including class management training, behavior modification in the secondary school, and the effects of adolescent behavior on teacher stress—are examined in the five papers of section 2. Seven papers constitute section 3's examination of current practice and include descriptions of counseling programs in secondary schools, a positive rewards system, and social skills training in a pastoral care group. The final section analyzes the potential of current trends, commenting upon issues of leadership in educational change, school-based inservice training, and psychological services. (CL)

**ED 239 463** **EC 161 200**

Young, Ann Gurski, John C.  
*Decreasing Speech Volume of Mentally Retarded Adults Using Feedback and Verbal Reinforcement.*

Pub Date—May 83  
 Note—7p; Paper presented at the Convention of the Midwestern Psychological Association (Chicago, IL, May 5-7, 1983).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**  
 Descriptors—Adults, \*Feedback, \*Mild Mental Retardation, Reinforcement, Speech, \*Voice Disorders

A specially designed unit that provided feedback about voice volume was used to lower the voice volume in six mildly retarded adults. The apparatus indicated by color of lights when volume was too loud, too soft, or optimal. Praise was given in different schedules: for every sentence that met criterion, every three sentences, or an average of three sentences, every 10 seconds of criterion responding, or an average of 10 seconds. Case managers' evaluations were also examined. Improvement in one or more of the dependent variables was noted for all Ss, and reduction in voice volume was reliable and relatively permanent, as corroborated by case managers. Significant differences were revealed in time-on of lights indicating overly loud and overly soft voices. (CL)

**ED 239 464** **EC 161 801**

Hanson, Lisa And Others  
*Designing with Care. A Guide to Adaptation of the Built Environment for Disabled Persons.*  
 Swedish International Development Authority (SIDA); United Nations, New York, N.Y.  
 Pub Date—Jan 83

Note—103p; Support also provided by the United Nations Centre for Human Development.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC05 Plus Postage.**  
 Descriptors—\*Accessibility (for Disabled), Building Design, Design Requirements, \*Developing Nations, \*Disabilities, \*Environmental Standards, \*Structural Elements (Construction)

Developed as part of the International Year of Disabled Persons, the guide is intended to help planners, architects, and designers to accommodate the built environment of developing regions for disabled

persons. Guidelines focus on public building in urban or village settings and emphasize simple solutions to common problems. Following an introductory section which provides background information, a second section examines such general considerations as six categories of disabled persons (and dimensional data for wheel-chair use). Environmental considerations are addressed in the third section with information on prevention, basic physical requirements, identification of such problems as difficulties in entering buildings, and design requirements. A fourth section contains a series of recommendations regarding commonly used design features of infrastructures (transportation systems, pedestrian routes, footpaths and roads, street furniture, and sign posts) as well as of building elements (entrances, doors, ramps, staircases and steps, handrails, windows, lifts, sanitary and electrical controls, signs, and areas such as passageways and bathrooms). Two final sections cover statutory and financial considerations. Among nine appendices are a 39-item annotated bibliography and a list of pertinent United Nations resolutions. (CL)

**ED 239 465** **EC 161 802**

We Are Not Alike: Policies for Responsible Education. Revised 1982.

Council for Exceptional Children, Niagara Falls (Ontario). Ontario Provincial Federation of Chapters.

Pub Date—Sep 82

Note—37p.

Available from—The Council for Exceptional Children, 6450 Thorold Stone Rd., Niagara Falls, Ontario L2J 1B3 Canada.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC02 Plus Postage.**  
 Descriptors—Delivery Systems, \*Disabilities, \*Educational Policy, Elementary Secondary Education, Evaluation Methods, Handicap Identification, Program Administration, Program Evaluation, \*Special Education, Student Evaluation  
 Identifiers—Ontario

The booklet presents 36 policy statements related to the provision of educational services to exceptional children in Ontario. These policy statements are updated versions of 31 statements formulated in 1973. The statements cluster in six major areas (sample subtopics in parentheses): (1) goals and commitments to the education of exceptional children and youth (provision of a variety of educational opportunities); (2) governmental responsibility for the provision of services to exceptional children and youth (inter-ministerial cooperation, curriculum research and development, establishment of instructional materials centers); (3) organization and administration for the education of exceptional children and youth within the local jurisdiction (staff development, certification); (4) identification, placement, assessment, and programming (labeling, wide range of services); (5) teacher recruitment, preparation, continuing education and evaluation (updating of qualifications, basic special education competencies for all teachers); and (6) evaluation in the education of exceptional children and youth (use of a variety of evaluation methods, annual reviews of student files. (CL)

**ED 239 466** **EC 161 803**

Steinbach, Trevor T.  
*Developing Your Gifted Program Manual: A Guide for Coordinators. #6 of a Series.*  
 Illinois Council for the Gifted, Bolingbrook.

Pub Date—83

Note—29p.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC02 Plus Postage.**  
 Descriptors—Educational Philosophy, \*Educational Policy, Elementary Secondary Education, \*Gifted, \*Program Development, \*Program Guides, Referral, Staff Development, Talent Identification

Educational policies for gifted programs are often developed as the result of being under fire by either the public, parents, or the district. Such policies are often ill-conceived because they have been created under pressure rather than rational thought; therefore, this booklet reviews the content and organization of a sample program manual for gifted education. Three major aspects of the program manual are addressed: (1) district organizational materials (district philosophy and definition, program goals, and program description); (2) district policies (referral procedures, withdrawal procedures, student records, and staff development); and (3) monitoring

materials (program objectives, current proposal, miscellaneous program forms, coordinator documentation, media coverage, needs assessment, and parents advisory council). Examples of specific manual materials that may be modified to fit a district's specific needs are provided for each aspect. The booklet concludes with a discussion of writing, reviewing, and distributing the manual. (CL)

**ED 239 467** **EC 161 805**

Yoshinaga, Christine  
*Syntactic and Semantic Characteristics in the Written Language of Hearing Impaired and Normally Hearing School-Aged Children.*  
 Northwestern Univ., Evanston, Ill.  
 Spons Agency—Special Education Programs (ED-OSERS), Washington, DC.

Pub Date—Jan 83

Grant—G008101038

Note—206p; Ph.D. Dissertation, Northwestern University. Also submitted as the Final Report on a project entitled "Comparative Analyses of Narrative Written Discourse between Hearing and Hearing Impaired School-Aged Children.

Pub Type—Reports - Research (143) — Dissertations/Theses - Doctoral Dissertations (041)

**EDRS Price - MF01/PC09 Plus Postage.**  
 Descriptors—Age Differences, Elementary Secondary Education, \*Hearing Impairments, \*Semantics, \*Syntax, \*Written Language

To investigate semantic and syntactic variables in the written language of normally hearing and hearing impaired children, 49 hearing impaired and 49 normally hearing children (10-14 years old) were asked to write compositions based on the Accident/Emergency Picture in the Peabody Language Development Kit. In addition, syntactic characteristics were analyzed through the T-unit and syntactic density score and semantic characteristics through propositional analysis and text cohesion analysis. Hearing impaired and hearing Ss performed significantly differently across all language measures. In general, normal hearing Ss produced quantitatively more than hearing impaired Ss. Age differences on syntactic language measures were characterized by a linear development while age differences on semantic measures were characterized by a quadratic trend for both groups. Four factors accounted for 77% of the variance of performance in hearing impaired Ss: the semantic component, syntactic component, hearing/speech component, and cognitive component. (Author/CL)

**ED 239 468** **EC 161 806**

Analysis of Determinants Impacting on Educational Services of Handicapped Papago Students. Final Report.

Arizona Univ., Tucson. Coll. of Education.  
 Spons Agency—Special Education Programs (ED-OSERS), Washington, DC.

Pub Date—[Feb 83]

Grant—G008101607

Note—190p.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC08 Plus Postage.**

Descriptors—\*American Indians, \*Delivery Systems, \*Disabilities, Elementary Secondary Education, Parent Attitudes, Parent Participation, Program Evaluation, \*Special Education, Teacher Role

Identifiers—\*Papago (Tribe)

The report describes accomplishments of a study of factors affecting the education of handicapped Papago children and youth. An investigation of procedures for identification, diagnostic evaluation, and placement within the reservation public schools, the Bureau of Indian Affairs School system, and the Papago Tribe's Department of Education was conducted. Study methods included analysis of questionnaire data and interviews with service providers and parents of Head Start handicapped children; and surveys of the records of 19 randomly selected students in tribal, state, and federal school programs. Results are reported according to six project objectives regarding the following topics: (1) problems in identifying, assessing, and placing Indian children with handicaps; (2) alternative solutions to identifying and serving handicapped children with respect to the roles of agencies, teachers, and parents; (3) evaluation of screening, evaluation, and placement; (4) attitudes of parents; (5) learning preferences of children; and (6) a training model for paraprofessionals who conduct pupil assessments. Among project accomplishments described are the continuation of an effective interagency council and



identification of staff needs for further inservice training, use of assessment measures accommodating for language diversity, and practice in developing Individualized Education Plans. Among extensive appendices is a parent manual regarding special education for native American children. (CL)

ED 239 469 EC 161 807

*Kitano, Margie And Others*  
**Heuristic Methods for the Mildly Handicapped: Research Report and Manual for Teaching Language Arts and Reading. Final Report.**

New Mexico State Univ., Las Cruces. Dept. of Educational Specialties.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—[Feb 83]  
 Grant—G008102718

Note—91p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Educational Games, Elementary Secondary Education, Grammar, \*Heuristics, \*Language Arts, Learning Disabilities, Lesson Plans, \*Mild Disabilities, Mild Mental Retardation, \*Reading Instruction, Spelling, Teaching Methods

The report discusses the nature and effectiveness, with mildly handicapped students, of the heuristic approach, an alternative to the behavioral technique that promotes opportunities for the child to explore materials and take an active role in problem solving. Theoretical support for the approach is cited for use with learning disabled and mildly retarded students. Two studies are reported, involving learning disabled and educable mentally handicapped elementary students. Findings support the use of heuristic methods as an alternative approach in language arts instruction for mildly handicapped students. The heuristic method is seen as one way to broaden the repertoire of special education teachers. Approximately one-half of the document is composed of heuristic lessons keyed to objectives in the Brigance Diagnostic Inventory of Basic Skills for the following areas (sample subtopics in parentheses): reading readiness skills (letter recognition, knowledge of body parts); word recognition (sight words, abbreviations, contractions, common signs); word analysis (initial consonant sounds, rhyming words); oral reading and comprehension; and language arts (capitalization, punctuation, spelling). (CL)

ED 239 470 EC 161 808

*LeBlanc, Maurice A. Barker, Margaret R.*

**A Comparative Study of Control and Display Design Principles Which Affect Efficient Use of Communication Aids by the Severely Physically Disabled. Final Report, September 15, 1981-October 15, 1982.**

Children's Hospital at Stanford, Palo Alto, Calif. Rehabilitation Engineering Center.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—Oct 82  
 Grant—G008100458

Note—71p.

Pub Type—Reports - Evaluative (142) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Cerebral Palsy, \*Communication Aids (for Disabled), Electromechanical Aids, Equipment, \*Physical Disabilities, Severe Disabilities

A research study was conducted to investigate a control and display system for use with communication aids by physically disabled persons. A modification of a row/column scanning system was investigated to increase speed and accuracy of access to the communication system by six children with athetoid cerebral palsy. Four systems were compared: row/column directed scan (two switches); row/column auto scan (one switch); row auto scan (one switch); and column auto scan (one switch). Results revealed no significant differences among systems for scan time to select the correct target. The row/column auto scan (the most widely prescribed system for severely disabled persons) resulted in significantly more errors than any of the other three systems. It was also found that individuals who would have been or had already been prescribed a single switch system were able to operate two switches. (Author/CL)

ED 239 471 EC 161 809

*Hudson, Floyd Meagher, Kathleen*

**Variables Associated with Stress and Burnout of Regular and Special Education Teachers. Final Report.**

Kansas Univ., Lawrence. Dept. of Special Education.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—[83]  
 Grant—G008101012

Note—236p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Job Satisfaction, Psychological Characteristics, \*Special Education Teachers, \*Stress Variables, Teacher Attitudes, \*Teacher Burnout

The study investigated the extent of teacher stress and burnout reported by 200 certified teachers from four midwestern states and analyzed factors relating to differences in perceived stress by regular and special educators. Interview responses were analyzed according to demographic data and eight scales developed for the study: Stress Prone Personality Inventory, Life Experience Stress Level, Internal Coping Skills, External Supports, Perception of Stressors, Psychological Symptoms, Physiological Symptoms, and Reactions to Stress. Results are reported according to 18 research questions. Findings revealed no major difference between regular and special education teachers in terms of teacher stress (stress-prone personality, recent personal stressors, internal coping skills, support within the environment, perception of work-related stressors, level of psychological symptoms of stress, level of physiological symptoms of stress, type of reactions to stress utilized, rate of absenteeism, intention to leave the profession, willingness to re-enter the field, and rate of burnout). In addition, both groups reported experiencing the same stressors and assigned nearly the same stress level to the identified stressors. Most frequently reported stressors for the entire group were lack of administrator support, working with other teachers, and discipline and behavior problems. As at or approaching burnout were more vulnerable to stress-related problems, more externally controlled, less likely to make use of support groups, more apt to find teaching extremely stressful, more afflicted with both psychological and physiological symptoms of stress, and more prone to react negatively under stress. (CL)

ED 239 472 EC 161 811

*Nevin, Ann And Others*

**Administrative Implications of an Empirical Analysis of the Role of the Regular Classroom Teacher in Implementing IEPs.**

Pub Date—Apr 83

Note—35p.; Paper presented at the Meeting of the American Educational Research Association (Montreal, Canada, April 11-14, 1983).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Disabilities, Elementary Education, \*Individualized Education Programs, \*Mainstreaming, \*Teacher Role

The role of regular elementary class teachers in implementing Individualized Education Programs (IEPs) for mainstreamed special education students was examined in a three phase study (student records review, teacher survey, and followup interview). The approach, based on role theory, examined the statistical independence of ratings according to six mutually exclusive categories (program type, geography/population, grade level, skill level, experience, and training). Results indicated that regular class teachers were implementing a variety of modifications of their regular programs to accommodate the special needs but a minority of the modifications were actually written into the records, suggesting the existence of serious policy issues. The regular class teachers were clearly struggling to cope with increased demands related to serving special education students, had substantial discretion as to how they actually worked with students and specialists, and relied heavily on informal rather than formal processes to achieve progress. (Author/CL)

ED 239 473 EC 161 814

*McLean, Mary E. And Others*

**A Comparison of the Play Behavior of Preschool Handicapped and Nonhandicapped Children.**

Pub Date—83  
 Note—18p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Behavior Patterns, Interaction,

Mainstreaming, \*Mild Disabilities, \*Play, Preschool Education, \*Severe Disabilities

Differences in the play behavior of three mildly, three moderately/severely handicapped and three nonhandicapped preschoolers were examined. Videotapes of free play interaction were analyzed according to existence and appropriateness of interaction and type of noninteraction (toy-directed, self-directed or non-appropriate). Data were analyzed across the groups of nonhandicapped, mild, and moderate/severe handicaps. No significant differences in total number of interactions were found. There were, however, differences between the groups in terms of those with whom they interacted (adults, handicapped peers, and typical peers). The moderate/severe group demonstrated fewer initiations of interactions than other groups. Nearly 70% of all intervals for all three groups were recorded as non-interaction, with groups engaged mostly in toy-directed behavior. (CL)

ED 239 474 EC 162 179

*Quay, Lorene C. McCloskey, Mary Lou*

**Improving Peer Acceptance of Mainstreamed Handicapped Children by Teacher Training. Final Report.**

Georgia State Univ., Atlanta. Dept. of Early Childhood Education.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—Feb 83

Grant—G008100040

Note—92p.; Based on Ph.D. Dissertation, Georgia State University by Mary Lou McCloskey.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Cognitive Development, \*Disabilities, Elementary Education, \*Interpersonal Competence, \*Mainstreaming, \*Peer Acceptance, \*Teaching Methods

The effectiveness of a cognitive coaching condition on the social acceptance of 26 handicapped children in regular first through fourth grade classes was examined. Children were randomly placed in one of three conditions: cognitive coaching (in which students were taught techniques of getting along with peers); individual instruction (control); or no training (control). Analysis of interaction and sociometric measures before and after intervention did not support the hypothesis that cognitive coaching would significantly improve social skills and acceptance as compared with individual instruction or no training. Analysis of teacher ratings in the three conditions revealed that a greater frequency of the staff in the cognitive coaching group evaluated their target children as improved in the social area, while a greater frequency of staff in the individual instruction group evaluated their target children as improved in the academic area. The hypothesis that student teachers in the cognitive coaching group would gain more positive attitudes toward mainstreaming as compared with other groups was not upheld. Recommendations focused on the need to incorporate social skills training in preservice education. (CL)

ED 239 475 EC 165 135

*Cellerino, M. B.*

**Guiding the Gifted. Mentor-Volunteer Program.**

Regional School District No. 10, Burlington, CT.

Pub Date—[81]

Note—5p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academically Gifted, Community Resources, Elementary Secondary Education, Guidance, Independent Study, Learning Activities, \*Mentors, School Community Relationship, \*Student Projects

Identifiers—PF Project

A program in which community volunteers act as "mentors" for gifted children by conducting independent study projects is described. Working individually with students, mentors supplement the resource room teacher's direction by providing personal support as well as guidance in the use of research techniques and facilities. Other volunteer services are outlined, including teaching a mini-course, assisting classroom teachers, and typing children's work. (LP)

ED 239 476 EC 165 136

**Together! A Newsletter for Parents and Preschoolers = Juntos! Una circular para los Padres y los Pre-Escolares.**

Tucson Public Library, Ariz.

Pub Date—May 83

Note—7p.

Language—English; Spanish

Pub Type—Guides - Non-Classroom (055) - Collected Works - Serials (022) - Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Services, Disabilities, Library Materials, \*Library Services, \*Parent Child Relationship, Parent Materials, \*Preschool Children, Preschool Education

Identifiers—PF Project

Designed for parents of preschoolers, this monthly bilingual (English/Spanish) newsletter contains information on local library programs, games and activities to play at home, reading readiness, and recommended books for preschoolers. A feature on disabled children includes a description of the library's special needs collection and a letter to parents of disabled children. (LP)

ED 239 477

EC 165 137

Cohn, Doris Eulert, Von E.

Sharpen Your Skills: Mathematics and Science Braille.

Pub Date—83

Note—7p.; For related documents, see EC 165 138-144.

Journal Cit—National Braille Association Bulletin; v18 n1, 3, 4 Spr, Fall 1982 Win 1983

Pub Type—Guides - Classroom - Teacher (052) - Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Braille, Elementary Secondary Education, Fractions, Guidelines, \*Instructional Materials, \*Mathematics Instruction, \*Science Instruction, Special Education, Standardized Tests, \*Tactile Adaptation, Textbook Preparation, Visual Impairments

Identifiers—Formal Literary Style, \*Format Recognition, \*Nemeth Code, PF Project, Rules and Regulations, Textbook Errors, Transcription

Three short articles about mathematics and science braille are provided for braille transcribers and teachers of the visually handicapped. The first article discusses the differences between the rules for English textbook format and the Nemeth Braille Code (for mathematics, science, and notation) format in transcribing the mathematical section of a standardized test. Important points to remember are listed, and examples of mathematics problems in braille are presented. The second article deals with identifying types of fractions and presents examples of simple, complex, and hypercomplex fractions. The third article clarifies common misunderstandings concerning when to use Nemeth Code as opposed to the English Braille Code in transcribing texts. Specific examples are given of instances when Nemeth Code should be used as the primary code. (LH)

ED 239 478

EC 165 138

Griffith, Georgia

Sharpen Your Skills: Music Braille.

Pub Date—83

Note—7p.; For related documents, see EC 165 137-144.

Journal Cit—National Braille Association Bulletin; v18 n1, 3, 4 Spr, Fall 1982 Win 1983

Pub Type—Guides - Classroom - Teacher (052) - Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Answer Sheets, \*Braille, Elementary Secondary Education, \*Instructional Materials, \*Music Education, Music Reading, Special Education, \*Tactile Adaptation, Tests, Visual Impairments

Identifiers—\*American Addendum (1980), \*Music Braille, PF Project, Rules and Regulations, Songs

Three short articles about music braille are presented for braille transcribers and teachers of the visually handicapped. The first article discusses new rules and signs added to the braille music code with the publication of the 1980 American Addendum. Examples illustrate key signatures, time signatures, accumulating arpeggio, doubling, and chant notation. The second article provides a braille music quiz and provides answers and correct examples. The final article discusses the transcription of French songs and includes brief sections about format, mute syllables, elided syllables, accented letters, and two-language songs. (LH)

ED 239 479

EC 165 139

Knisely, Phyllis

Sharpen Your Skills: Large Type.

Pub Date—83

Note—4p.; For related documents, see EC 165 137-144.

Journal Cit—National Braille Association Bulletin; v18 n1, 3, 4 Spr, Fall 1982 Win 1983

Pub Type—Guides - Classroom - Teacher (052) - Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Guidelines, \*Instructional Materials, \*Large Type Materials, \*Material Development, Special Education, Surveys, Textbook Preparation, Visual Impairments

Identifiers—\*National Braille Association, PF Project, \*Rules and Regulations

Three short articles about large type transcribing are provided for braille transcribers and teachers of the visually handicapped. The first article explains section IV-B-2 of the National Braille Association Manual for Large Type Transcribing. The second article presents the results of a survey on the kinds of typewriters, types of transcriptions, bindings, and references used. The article also provides a list of possible sources for typing assignments and publications. The final article explains section III-G-3-c of the National Braille Association manual concerning hyphens used as blanks to represent omitted letters. (LH)

ED 239 480

EC 165 140

Epstein, Betty L.

Sharpen Your Skills: Tactile Illustrating.

Pub Date—82

Note—4p.; For related documents, see EC 165 137-144.

Journal Cit—National Braille Association Bulletin; v18 n1, 3, 4 Spr, Fall 1982 Win 1983

Pub Type—Guides - Classroom - Teacher (052) - Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Braille, Diagrams, Elementary Secondary Education, Guidelines, Illustrations, \*Instructional Materials, Manipulative Materials, \*Maps, \*Raised Line Drawings, Special Education, \*Tactile Adaptation, Visual Impairments

Identifiers—\*Clocks, PF Project, \*Time Telling, Transcription

Three short articles about tactile illustrating are presented for braille transcribers and teachers of the visually handicapped. Some transcribers have been making tactile maps with water areas textured and land masses smooth; the first article reports on the confusion these "reversed maps" cause braille readers and gives additional tips for designing and producing tactile maps. The second article focuses on tactile illustrating and tells when to enlarge, how to reproduce a geometric shape in embossed form, and where to place keys and transcriber notes. The final article gives recommendations for creating embossed displays of clocks and for making three-dimensional representations. (LH)

ED 239 481

EC 165 141

Childers, Alice M.

Sharpen Your Skills: Foreign Language Braille.

Pub Date—83

Note—5p.; For related documents, see EC 165 137-144.

Journal Cit—National Braille Association Bulletin; v18 n1, 3, 4 Spr, Fall 1982 Win 1983

Pub Type—Guides - Classroom - Teacher (052) - Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Braille, Consonants, Elementary Secondary Education, \*French, \*German, Guidelines, Second Languages, \*Spanish, Special Education, \*Syllables, Vowels

Identifiers—Formal Literary Style, PF Project, \*Rules and Regulations, Transcription

Three short articles about foreign language braille are presented for braille transcribers and teachers of the visually handicapped. Because dictionaries of languages other than English rarely show syllable division, the articles provide guidelines to the syllabification of Spanish, French, and German. The guidelines give specific rules concerning the division of diphthongs and consonantal units, adverbial prefixes, and compound words. Although the guidelines will not provide for every eventuality, they will cover most situations likely to be encountered. (LH)

ED 239 482

EC 165 142

Perry, Helen

Sharpen Your Skills: Tape Recording.

Pub Date—83

Note—5p.; For related documents, see EC 165

137-144.

Journal Cit—National Braille Association Bulletin; v18 n1, 3, 4 Spr, Fall 1982 Win 1983

Pub Type—Guides - Classroom - Teacher (052) - Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Grammar, Guidelines, \*Instructional Materials, Sentence Diagramming, Special Education, \*Tape Recordings, \*Visual Impairments

Identifiers—PF Project, \*Transcription

Three short articles provide tape recording instructions for braille transcribers and teachers of the visually handicapped, for transcribing instructional materials. The first article gives guidelines for transcribing special formats such as typing books. The second article tells how to give verbal instructions for diagramming sentences and other graphic representations of English grammar. The final article lists seven basic cassette recording guidelines. (LH)

## FL

ED 239 483

FL 013 052

Mintz, Malcolm W.

Bikol Dictionary. PALI Language Texts: Philippines.

Hawaii Univ., Honolulu. Pacific and Asian Linguistics Inst.

Spons Agency—Peace Corps, Washington, D.C.

Report No.—ISBN-0-87022-528-6

Pub Date—71

Contract—PC-25-1507

Note—1,018p.

Language—English; Bikol

Pub Type—Reference Materials - Vocabulary/Classifications (134) - Books (010) - Multilingual/Bilingual Materials (171)

EDRS Price - MF07/PC41 Plus Postage.

Descriptors—\*Bikol, Dialects, Dictionaries, English, \*Form Classes (Languages), Indonesian Languages, \*Linguistic Borrowing, \*Morphology (Languages), \*Phonology, Spanish, \*Spelling, Uncommonly Taught Languages

The Bikol language of the Philippines, spoken in the southernmost peninsula of Luzon Island and extending into the island provinces of Catanduanes and Masbate, is presented in this bilingual dictionary. An introduction explains the Bikol alphabet, orthographic representation (including policies adopted in writing Spanish and English loan words), foreign sounds in Bikol, and Bikol phonology. A section on the use of the dictionary outlines these elements: affixes, tenses, verbal and nonverbal stress, combined affix forms, the causative series "pa-", "mang-" and "pang-" series, "pang-" as a nominal, "maki-" and "paki-" series, "hing-" series, unintentional action, ability series, "magin-" and plural nouns, verbs, and adjectives. The Bikol-English and English-Bikol dictionary sections follow. (MSE)

ED 239 484

FL 013 053

Motus, Cecile L.

Hiligaynon Lessons. PALI Language Texts: Philippines.

Hawaii Univ., Honolulu. Pacific and Asian Linguistics Inst.

Spons Agency—Peace Corps, Washington, D.C.

Report No.—ISBN-0-87022-546-4

Pub Date—71

Contract—PC-25-1507

Note—449p.

Pub Type—Guides - Classroom - Learner (051) - Books (010)

EDRS Price - MF01/PC18 Plus Postage.

Descriptors—Bibliographies, \*Class Activities, \*Communication Skills, Daily Living Skills, \*Dialogs (Language), Family Life, Form Classes (Languages), Grammar, \*Indonesian Languages, Instructional Materials, Interpersonal Competence, Pronouns, Questioning Techniques, \*Second Language Instruction, Social Environment, Uncommonly Taught Languages, Verbs, Vocabulary Development

Identifiers—\*Hiligaynon

A collection of 54 lessons of Hiligaynon, one of the major languages of the Philippines, is divided into 12 units, each lesson intended for about 4 to 5 hours of classroom instruction. A brief grammar summary introduces each unit. A structural content note begins each lesson within the units, followed by microdialogues (two to four lines) illustrating the

grammatical points, complete dialogues building on the model sentences learned in the microdialogues, and drills. The lessons cover: greetings and leaving-taking, equational sentences, source pronouns and pre-verbs, goal-focus structures, actor-focus structures, source pronouns, basic interrogatives, modifiers, the apative, imperatives and causatives, referent focus structures, and noun formatives. Topics of dialogues include greetings, leaving-taking, introductions, identity, staff and government officials, nationalities and occupations, plurals, tags and choices, the family, courtship, food, activities, clothing, cooking, questions, travel, possessions and ownership, location, buying and selling, pets, the calendar, numbers, colors, descriptions, talents and abilities, do's and don'ts, getting things done, "for whom" and "where," and places. Supplementary materials include a glossary of general terms (Hiligaynon to English), lists of useful expressions and vocabulary, notes on phonology, reading and writing exercises, and Hiligaynon songs, poems, anecdotes, and riddles. (MSE)

ED 239 485 FL 013 054

Bunye, Maria Victoria R. Yap, Elsa Paula  
Cebuano for Beginners. PALI Language Texts:  
Philippines.

Hawaii Univ., Honolulu. Pacific and Asian Linguistics Inst.

Spons Agency—Peace Corps, Washington, D.C.

Pub Date—71

Contract—PC-25-1507

Note—836p.

Pub Type—Guides - Classroom - Learner (051) —

Books (010)

EDRS Price - MF05/PC34 Plus Postage.

Descriptors—Audiolingual Skills, \*Cebuano, Cultural Education, Dialogs (Language), Form Classes (Languages), \*Grammar, Indonesian Languages, Instructional Materials, \*Pattern Drills (Language), \*Phonology, \*Second Language Instruction, Textbooks, Uncommonly Taught Languages, \*Vocabulary Development

The text for a course in Cebuano, a major language of the Philippines, has five objectives: (1) to learn the sound system and intonation pattern, (2) to master a limited but functional vocabulary through context, (3) to master the basic syntactic structures, (4) to master the basic conversational sentences, and (5) to understand the culture the language represents. The course applies the aural-oral method of foreign language learning. Each of the 45 lessons presents a new structure to be learned, an explanation of the setting of the lesson, a dialogue in that setting, notes on related utterances, a vocabulary list, pattern drills, and lexical and grammar notes. Supplementary materials are included. Appendixes include a summary of the structural content charts, useful common expressions, useful question/expressions for native informant sessions, idioms, other useful questions, and other useful single words. Supplementary materials include intonation contours for the lessons and readings for comprehension (narrative for dialogues, short paragraphs with questions and answers, native games, legends, recipes for native dishes, and songs and riddles). (MSE)

ED 239 486 FL 014 017

Schorn-Hoffert, Uli

Introduction a Paris = Introduction to Paris.

Area Education Agency 7, Cedar Falls, IA.

Pub Date—[80]

Note—36p.; Eiffel Tower article on page 12 of the original document is copyrighted and has not been reproduced here.

Language—French, English

Pub Type—Guides - Classroom - Learner (051) —

Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Advanced Courses, \*French, Instructional Materials, Learning Activities, \*Reading Comprehension, Secondary Education, \*Second Language Learning, Teaching Methods, Units of Study, Vocabulary Development

Identifiers—\*France (Paris), PF Project

Designed for intermediate to advanced students learning French, this unit provides practice in reading comprehension while presenting basic facts about Paris. The student material is written in French; the teacher material is written in English. Nine student sections offer facts about Paris including: history; geography; museums, monuments, churches, and other points of interest; and transportation systems. Vocabulary matching exercises and reading comprehension exercises follow most of the

sections. The teacher material provides a description of the unit, suggestions for presenting the unit, an answer key for the vocabulary matching and true-false exercises, seven suggestions for supplementary activities, and a four-item bibliography of sources. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (DC)

ED 239 487

FL 014 115

Garrott, Carl L.

Cognitive Dissonance as Activities in Teaching French Values and Culture.

Pub Date—2 Dec 83

Note—12p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Attitude Change, Bias, Classroom Techniques, Cultural Differences, \*Cultural Education, \*Cultural Pluralism, \*French, Higher Education, Negative Attitudes, Secondary Education, \*Second Language Instruction, \*Values Education

Identifiers—\*Cognitive Dissonance

It is possible to change negative or biased attitudes of American secondary and college students studying French by using "cognitive dissonance" to infuse conflicting ideas or cognitions into the curriculum and help students resolve the resulting anxiety. Students will then become aware of the diversity of ideas and cultural practices, and Francophone traits will be rendered less stereotypic. The most useful classroom techniques using cognitive dissonance involve: (1) offering students nonjudgmental information over a sustained period; (2) group task assignments such as listing positive attributes of the French, finding French-made items, or finding local businesses with French clients overseas; (3) exploratory small-group discussions on attitudes toward the French; (4) skillful interrogation allowing students to reveal biases against the French; (5) values clarification requiring students to list values, assign priorities, make choices, and respond to hypothetical situations; and (6) counter-attitude advocacy, having students support a position and attitude that is the opposite of the one they actually hold. The more effort and time students spend on these activities, the more likely that their attitudes will change. (MSE)

ED 239 488

FL 014 120

Rose, Liz Apak McDairmid, Jim

Teaching Inuktitut to Grade 2. Interim Edition.

Northwest Territories Dept. of Education, Frobisher Bay. Resource Centre.

Pub Date—83

Note—159p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Bilingual Education, Bilingual Instructional Materials, \*Class Activities, Elementary Education, \*Eskimo Aleut Languages, Grade 2, \*Language Skills, \*Second Language Instruction, Teaching Guides, \*Vocabulary Development

Identifiers—\*Inuktitut

This teacher's guide for a second grade Inuktitut language arts program has 30 units based on concepts in social studies, science, math, and health; and emphasizes development of listening, speaking, reading, and writing skills. The vocabulary and unit concepts are based on themes familiar to the children, including ships, plants, rocks, animal activities and uses, travel, clothing, measurement, weather, food, cooking and eating, the body, sports and games, birds, building materials, landforms, and waterforms. Each unit contains (1) lists of nouns and verbs; (2) conceptual information for teachers; and (3) suggestions for motivation, activities, and materials for these language emphases: conceptual development, language exposure, listening, oral reproduction, creative expression, sight recognition, decoding and encoding, and language experiences. (MSE)

ED 239 489

FL 014 166

Bray, Candice And Others

Development of Attenuation Patterns in the Controlling Communicative Function.

Pub Date—8 Oct 83

Note—12p.; Paper presented at the Annual Boston University Conference on Language Development (8th, Boston, MA October 7-9, 1983).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Children, Cognitive Development, Communicative Competence (Languages), Comparative Analysis, \*Developmental Disabilities, Expressive Language, Form Classes (Languages), \*Language Acquisition, \*Language Handicaps, \*Language Processing, \*Language Usage, Questioning Techniques, Responses, Sentence Structure, \*Speech Acts, Young Adults

An analysis of the use of attenuation (structural or semantic softening of the speech act) and sentence structure in elicited speech acts by normally developing, learning disabled, and developmentally delayed populations is presented. In the normally developing population (1) the development of attenuation strategies is different from structural development; (2) register may be an important factor in determining appropriate attenuation devices; (3) attenuation increases with age; and (4) children in the middle age group (11-12 years) try a variety of devices, later reducing that number. The language-learning disabled group used a variety of attenuation devices which differed qualitatively or completely from those of the normal group. The developmentally delayed population used fewer attenuation devices than the normal group, and semantic devices predominated, suggesting overgeneralization of the use of specific devices. It is suggested that instruction for the language-learning disabled group focus on the appropriate use of devices in a variety of speech acts, and instruction for the developmentally delayed group, which has a limited repertoire, concentrate on training of specific devices. (MSE)

ED 239 490

FL 014 170

White, Lydia

The "Pro-Drop" Parameter in Adult Second Language Acquisition.

Pub Date—Oct 83

Note—30p.; Paper presented at the Annual Boston University Conference on Language Development (8th, Boston, MA, October 7-9, 1983).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Adult Students, Comparative Analysis, \*Deep Structure, English (Second Language), French, \*Grammar, \*Interference (Language), \*Language Processing, \*Second Language Learning, Sentence Structure, Spanish

Based on the assumptions that a universal grammar has a number of functional parameters and that in each language, some are not activated, a study was undertaken to investigate two hypotheses. They are (1) that in a grammatical situation where an adult's first language parameter is not activated in the second language, the learner will "lose" the first language parameter, carrying over some of its structures into the second language; and (2) that in losing the first language parameter, all of its aspects will be lost together, not partially. The parameter examined was the "pro-drop" parameter, which includes such properties as the ability to omit subjects, and free inversion of subject and verb in declarative sentences. The subjects were 54 native speakers of Spanish (a pro-drop language) learning English (not a pro-drop language) and a control group of English students who were native speakers of French (like English, not a pro-drop language). Results suggested that having to change a parameter in language learning may cause problems and is a source of interference errors, at least initially. Other possible explanations for the results are discussed. (MSE)

ED 239 491

FL 014 172

Marzano, Robert J.

A Quantitative Grammar of Meaning and Structure: A Methodology for Language Analysis.

Mid-Continent Regional Educational Lab., Inc.,

Denver, Colo.

Pub Date—83

Note—167p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Componential Analysis, English, \*Grammar, Language Research, \*Linguistic Theory, \*Measurement Techniques, \*Semantics, \*Structural Analysis (Linguistics), Syntax

A system of quantitative techniques for describing the English language from a number of perspectives, intended for the language analyst, is presented. The grammar combines an emerging knowledge of semantics with existing detailed knowledge of syntax. The primary unit of analysis is the predication, a group of related concepts expressed as a finite or nonfinite clause, taking varied structures. A section





Rationale for Broadening the Perspectives of Business French Courses" (J. Sanford Dugan), "Business French After Six Years: A Success Story" (Brigitte Muller), "Communicating with the Purveyors of Haute Couture: French for Fashion Design and Merchandising" (Beverly Branch), "Practicalities and Evaluation: A Course in Business French" (Carol S. Fuller), "A Two-Tiered Approach to the Teaching of Business French" (James G. Beaudry), "Courses in Translating and Interpreting Techniques as a Complement to Programs in Foreign Languages for Business" (Paul A. Gaeng), and "The C.C.I.P. Advanced Diploma in Business French: Pedagogy" (Brigitte Muller). (MSE)

ED 239 498 FL 014 181  
Voght, Geoffrey M., Ed.

Proceedings of the 1983 EMU Conference on Foreign Languages for Business (Ypsilanti, Michigan, April 7-9, 1983). Part VI: Business German.  
Eastern Michigan Univ., Ypsilanti. Dept. of Foreign Languages and Bilingual Studies.  
Pub Date—Apr 83  
Note—83p; For related documents, see FL 014 176-182.

Pub Type—Collected Works - Proceedings (021)  
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Business Administration Education, \*Business Communication, \*College Second Language Programs, \*Curriculum Development, \*German, Higher Education, International Trade Vocabulary, \*Languages for Special Purposes, School Business Relationship, Second Language Instruction

Four papers presented at the conference on the applications of foreign languages and international studies to business focus on the use of German in international trade and the development of college German curricula for that purpose. The papers include the following: "Adding Business German to the German Curriculum: Obstacles, Strategies, Effects" (Harry Reichelt), "Foreign Languages in International Business Communication" (Patricia R. Paulsell), "Everyday Negotiations and Transactions: Business Language through the Back Door" (Charlotte W. Koerner), and "Comparative Management Study in the German Language Class" (Christa W. Britt). (MSE)

ED 239 499 FL 014 182  
Voght, Geoffrey M., Ed.

Proceedings of the 1983 EMU Conference on Foreign Languages for Business (Ypsilanti, Michigan, April 7-9, 1983). Part VII: Business Spanish.  
Eastern Michigan Univ., Ypsilanti. Dept. of Foreign Languages and Bilingual Studies.  
Pub Date—Apr 83  
Note—179p.

Pub Type—Collected Works - Proceedings (021)  
EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Business Administration Education, \*College Second Language Programs, Cultural Education, \*Curriculum Development, Financial Support, Graduation Requirements, Higher Education, Inplant Programs, Instructional Materials, Languages for Special Purposes, Language Tests, Legal Education, Media Selection, Novels, Program Descriptions, Program Design, School Business Relationship, \*Second Language Instruction, \*Spanish, Translation

A collection of 11 papers presented at the conference on applications of foreign languages and international studies to business addresses curriculum development and materials selection for college business Spanish. The following papers are included: "Procedures for Implementing and Funding Spanish Courses for University Business Students" (Laura J. Walker), "Graduation Requirements and Program Components in Commercial Spanish at Eastern Michigan University" (Geoffrey M. Voght), "A Guide to Text Selection in Business Spanish" (Christine Uber Grosse), "Teaching Spanish for Business Careers" (Sabatino G. Maglione), "The Use of Articles in Spanish on Business Topics in the Commercial-Spanish Class" (Geoffrey M. Voght), "The Use of the Spanish-American Novel for the Teaching of Cultural Norms for Business" (Katherine J. Hampares), "Teaching Spanish for the Business and Legal Professions: Strategies and Materials" (Alvaro C. Perez), "Development and Implementation of a Course in Documents Translation" (John Deveny, Jr.), "El Modulo de Documentacion Mercantil en la Ensenanza del Espanol Comercial" (Nelly E. Santos), "Spanish, An

In-House Course" (Oscar Ozete), and "Proficiency Testing in Commercial Spanish: The Madrid Chamber of Commerce Examinations and the Business-Spanish Curriculum" (Geoffrey M. Voght). (MSE)

ED 239 500 FL 014 185  
Duncan, Annelise M.

German Cinema as a Vehicle for Teaching Culture, Literature and History.  
Pub Date—Nov 83

Note—9p; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (San Francisco, CA, November 24-26, 1983).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)  
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Art Education, \*Cultural Education, \*Film Study, \*German, Higher Education, History Instruction, Instructional Materials, Interdisciplinary Approach, \*Literature Appreciation, \*Second Language Instruction, Social History

The use of German film in four instructional contexts, based on experiences in developing a university course, is discussed. One use is as part of a German culture course taught in German, emphasizing the role of film as a cultural statement of its time, intended to be either a social criticism or a propaganda tool. A second use is integration of the film into a literature course taught in German, employing a series of television plays acquired from the Embassy of West Germany. Experience with film as part of an interdisciplinary German/journalism course offers ideas for a third use: a curriculum, offered in English, to explore a historic period or film techniques. A fourth use is as an element of a period course taught either in German or, if interdepartmental, in English, such as a course on the artistic manifestations of expressionism. (Author/MSE)

ED 239 501 FL 014 186  
English Teaching Profile: Lesotho.

British Council, London (England). English Language and Literature Div.

Pub Date—Oct 83

Note—9p.

Available from—British Council, 10 Spring Gardens, London SW1A 2BN, England.

Pub Type—Reports - Descriptive (141) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Creative Writing, Educational Administration, Elementary Secondary Education, \*English (Second Language), Foreign Countries, Information Sources, \*Instructional Materials, \*Language Dominance, \*Language of Instruction, Language Proficiency, Language Research, \*Language Role, Language Usage, Modern Language Curriculum, Postsecondary Education, \*Program Development, Second Language Instruction, Teacher Education

Identifiers—\*Lesotho, Sesotho  
A profile of the role and status of the English language in Lesotho, Africa, is presented. The following topics are outlined: (1) the extent of the use of English as the second official language; (2) instruction in English at the elementary and secondary levels and at each of the postsecondary institutions in the country; (3) the number, ratio, and training of English teachers at all levels; (4) instructional materials commonly used at all levels; (5) administration of related instructional programs; (6) English teaching program development; (7) British, American, and other agency support for the teaching of English; (8) opportunities for development of commercial English materials; (9) creative writing; and (10) sources of further information. It is found that although the need for English training is growing in Lesotho, there is no coherent public policy regarding its use or instruction, and standards of spoken and written English appear to be getting worse. (MSE)

ED 239 502 FL 014 192  
Gass, Susan M., Ed. Selinker, Larry, Ed.

Language Transfer in Language Learning. Issues in Second Language Research.  
Report No.—ISBN-O-88377-305-8

Pub Date—83

Note—388p.

Available from—Newbury House Publishers, Inc., Rowley MA 01969 (\$23.95; \$17.95 prepaid).

Pub Type—Reports - Research (143) — Books (010)

Document Not Available from EDRS.

Descriptors—Age, Children, Cultural Context, Deep Structure, \*Error Patterns, Interference (Language), Interpersonal Competence, \*Language Acquisition, \*Language Handicaps, Language Research, \*Linguistic Theory, Morphology (Languages), \*Second Language Learning, \*Transfer of Training

Essays on language transfer in language learning include: excerpts from "Linguistics across Cultures" (Robert Lado); "Language Transfer" (Larry Selinker); "Goofing: An Indication of Children's Second Language Learning Strategies" (Heidi C. Dulay, Marina K. Burt); "Language Transfer and Universal Grammatical Relations" (Susan Gass); "A Role for the Mother Tongue" (S. Pit Corder); "A New Account of Language Transfer" (Jacquelyn Schachter); "Now You See It, Now You Don't" (Eric Kellerman); "Newmark's Ignorance Hypothesis" and Current Second Language Acquisition Theory" (Stephen D. Krashen); "Verification of Language Transfer" (Josh Ard, Taco Homburg); "Transfer to Somewhere" (Roger W. Andersen); "L1 Acquisition, Age of L2 Acquisition, and the Learning of Word Order" (Helmut Zobl); "On First Language Loss in the Second Language Acquirer: Problems of Transfer" (Michael Sharwood Smith); "Sociocultural Competence and Language Transfer: The Case of Apology" (Elite Olshain); "The Transferability of Lexical Properties" (Christian Adjemian); "Nonobvious Transfer: On Predicting Epenthesis Errors" (Ellen Broselow); "Language Transfer and the Acquisition of Pronominal Anaphora" (Jeanette K. Gundel, Elaine E. Tarone); "Transfer and Variability of Rhetorical Redundancy in Apachean English Interlanguage" (H. Guillermo Bartlett); "Discourse Accent in Second Language Performance" (Robin C. Scarcella); "Discourse Functions in Interlanguage Morphology" (Peter Jordens); and "Language Typology and Language Transfer" (William E. Rutherford). (MSE)

ED 239 503 FL 014 193  
Wolfson, Nessa, Ed. Judd, Elliot, Ed.

Sociolinguistics and Language Acquisition.  
Report No.—ISBN-O-88377-269-8

Pub Date—83

Note—295p.

Available from—Newbury House Publishers, Inc., Rowley, MA 01969 (\$16.95; \$12.70 prepaid).

Pub Type—Reports - Research (143) — Books (010)

Document Not Available from EDRS.

Descriptors—Acculturation, Adult Students, \*Attitudes, Code Switching (Language), Communicative Competence (Languages), Dialects, \*Discourse Analysis, English (Second Language), \*Expressive Language, Hebrew, \*Interpersonal Communication, Interpersonal Competence, Language Patterns, North American English, Physician Patient Relationship, \*Second Language Learning, Sex Differences, Social Values, \*Sociolinguistics, \*Speech Acts, Student Teacher Relationship, Surface Structure

The following are included in this collection of essays on patterns of rules of speaking, and sociolinguistics and second language learning and teaching: "How to Tell When Someone Is Saying 'No' Revisited" (Joan Rubin); "Apology: A Speech-Act Set" (Elite Olshain and Andrew Cohen); "Interpreting and Performing Speech Acts in a Second Language: A Cross-Cultural Study of Hebrew and English" (Shoshana Blum-Kulka); "Dentist-Patient Communication: Communicating Complaint" (Christopher Candlin, Hywel Coleman, and Jill Burton); "An Empirically Based Analysis of Complimenting in American English" (Nessa Wolfson); "Compliments: A Mirror of Cultural Values" (Joan Manes); "An Analysis of the Surface Structure of Disapproval Exchanges" (Lynne D'Amico-Reisner); "How to Arrange for Social Commitments in American English: The Invitation" (Nessa Wolfson, Lynne D'Amico-Reisner, and Lisa Huber); "Interaction, Acculturation, and the Acquisition of Communicative Competence: A Case Study of an Adult" (Richard Schmidt); "Developmental Trends in the Acquisition of Conversational Competence by Adult Second Language Learners" (Robin Scarcella); "Foreigner Talk in University Office-Hour Appointments" (Cristin Carpenter); "Accommodation Theory: An Explanation for Style Shifting in Second Language Dialects" (Leslie Beebe and Jane Zengler); "Rocky Horror Picture Show: A Speech Event in Three Acts" (Richard Day); "The Article in American English: What the Textbooks Don't Tell Us" (Teresa Pica); "The Problem of Applying Sociolinguistic Findings to TESOL: The Case of

Male/Female Language" (Elliot Judd); and "Communicative Needs in Foreign Language Learning" (Jack Richards). (MSE)

ED 239 504

FL 014 194

Kerr, Barbara, Ed.

Colloquium on French as a Second Language:

Proceedings, Review and Evaluation Bulletin, Volume 4, Number 4.

Ontario Dept. of Education, Toronto.

Report No.—ISBN-0-7743-8652-5

Pub Date—83

Note—60p. Paper presented at a Colloquium of the Research Branch of the Ontario Ministry of Education (2nd, Ontario, Canada, March 2, 1983).

Available from—Publication Centre, 880 Bay Street, 5th Floor, Toronto, Ontario M7A 1N8, Canada (\$3.00).

Pub Type—Reports - Descriptive (141) - Collected Works - Proceedings (021)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, Bilingual Education Programs, Educational History, Elementary Secondary Education, \*Fles, Foreign Countries, \*French, \*Immersion Programs, \*Language Research, \*Learning Disabilities, Opinions, Predictor Variables, \*Second Language Instruction

Identifiers—\*Ontario

Results of studies by four research teams on French as a second language in Ontario are presented along with commentaries. Merrill Swain and Sharon Lapkin's findings from the study "Bilingual Education in Ontario: A Decade of Research" are reported, and Michael Canale's discussion of the purposes and theoretical framework development of the Ontario Assessment Pool for French as a Second Language project, as well as material from his "Communicative Approaches to Second Language Teaching and Testing" are presented. Frances Morrison's discussion of French proficiency and general progress among students in early-entry and late-entry immersion programs over a period of years, and Ronald Trites' account of research with learning-disabled children in primary French immersion programs and test development for prediction of success in immersion programs are also included. Francoise Howard's commentary on the first two presentations and Pierre Calve's commentary on the last two follow the text. (MSE)

ED 239 505

FL 014 195

Langdon, Henriette W.

Language Profile of Bilingual Students (LPBS).

Spons Agency—California State Dept. of Education, Sacramento, Div. of Special Education.

Pub Date—Aug 83

Grant—43-03651-6958-00-82

Note—76p.

Available from—California State Department of Education, 721 Capitol Mall, Sacramento, CA 95814.

Pub Type—Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Age Differences, \*Bilingual Students, Educational Background, \*English, \*Language Proficiency, Language Tests, Listening Comprehension, Retention (Psychology), Social Background, \*Spanish, Speech Skills, State Surveys, Statistical Analysis, Story Telling, \*Student Characteristics

Identifiers—\*California

The Language Profile of Bilingual Students in California was undertaken to determine: (1) students' range of performance on specific language tasks across four age groups in both Spanish and English; (2) the relationship of this performance to proficiency on two tests currently used in California; (3) how the development of the two languages compare; and (4) which task or combination best predicts language proficiency. The study involved 93 subjects, aged 5.0 to 9.11 years, in a transitional bilingual Spanish-English program. The language tasks assessed were sentence repetition, auditory association, story comprehension, naming in different categories, and story retelling. The study is reported in detail, including statistical data and texts of the tests used. It was found that the mean score for each task increased with age, except for hesitations and grammar errors, which were consistent across ages. Differences across languages were significant for a limited number of tasks, with better performance in English over time on tasks requiring less auditory verbal processing or paired with a visual stimulus.

More tasks were significantly intercorrelated in English than in Spanish, which was attributed to the learning environments for the languages. The Language Assessment Scale currently used in the state for assessing proficiency was found to be limited in use for Spanish. Qualitative data also revealed that students used specific words reflective of their environment. Specific recommendations are made for proficiency testing based on these results, including consideration of students' stage of language development or possible loss of language, development of local norms, and followup studies. (MSE)

ED 239 506

FL 014 196

Ben-Barka, Alba C.

An Attempt toward a TESOL Theory: Some Meta-Research Considerations.

Pub Date—[81]

Note—31p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Anthropological Linguistics, Audiolingual Methods, Communicative Competence (Languages), Educational Strategies, \*English (Second Language), Ethnography, \*Language Research, \*Linguistic Theory, Psycholinguistics, Research Methodology, \*Second Language Instruction, Socialization, Sociolinguistics, Transformational Generative Grammar

A study investigated some theoretical bases of two language-learning approaches, the audiolingual method and transformational grammar. Additionally, the study looked at the concept of language socialization and some anthropological concepts as they pertain to the teaching of English to speakers of other languages (TESOL). A brief historical and linguistic overview is presented of recent developments relevant to contemporary American anthropology; and parallels are drawn between the theories and approaches of linguistics, anthropology, and psychology. Methodological and theoretical considerations about the audiolingual and cognitive approaches to second language instruction are discussed. Key elements of language socialization and their significance to TESOL are outlined, and a practical theory for TESOL is formulated. It is concluded that an integrative approach addressing the psychological and sociolinguistic needs of students through anthropology, will contribute to effective language teaching. (Author/MSE)

ED 239 507

FL 014 197

Ben-Barka, Alba C.

In Search of a Language Teaching Framework: An Adaptation of a Communicative Approach to Functional Practice.

Pub Date—[82]

Note—26p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Communicative Competence (Languages), Difficulty Level, Educational Strategies, Grammar, \*Instructional Design, Literature Reviews, \*Notional Functional Syllabi, \*Second Language Instruction, Social Environment, \*Teaching Methods

An approach to second language teaching is proposed that integrates elements of the grammatical and functional-notional syllabus designs. The resulting combination is a communicative framework for functional practice in language learning and teaching. The current status of language teaching is examined in the context of these two instructional approaches. The two strategies are outlined and compared through a review of the literature, and a framework is proposed that uses the design of the functional-notional syllabus and course content determined by the students' communicative needs and interests. Teacher introspection, observation, continuous student feedback, an initial survey, and consensus of opinion during classwork are to serve as guides to establishing the learners' goals and purposes. Essential characteristics of the learner, teacher, syllabus, and classroom environment are discussed. (MSE)

ED 239 508

FL 014 198

English Teachers' Journal (Israel), Number 29.

Ministry of Education and Culture, Jerusalem (Israel). English Inspectorate.

Pub Date—Jan 84

Note—88p.; Incorporates "English Teaching Guidance." Table of Contents pages are printed in Hebrew as well as in English.

Available from—English Inspectorate, Ministry of Education and Culture, Jerusalem 91911, Israel.

Journal Cit—English Teachers' Journal (Israel); n29

Jan 1984

Pub Type—Reports - Descriptive (141) - Guides - Classroom - Teacher (052) - Collected Works - Serials (022)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Computer Assisted Instruction, Educational Television, Elementary Secondary Education, \*English (Second Language), Error Analysis (Language), Foreign Countries, Hebrew, Indexes, \*Instructional Materials, Language Research, \*Language Tests, Oral Language, Periodicals, Program Descriptions, Reading Comprehension, Scholarly Journals, \*Second Language Instruction, \*Teaching Methods, Writing (Composition)

Identifiers—\*Israel

This journal includes current information for English teachers (new publications, resource materials, textbooks, tests, and trends) and these articles: "Reliability in the Oral Bagrut Test" (Raphael Gefen); "A Methodological Approach to 'Rewrite Sentence' Drills" (Eliyahu Galore); "Translation as a Bagrut Subject" (Isaac Morris); "Teaching English at Gymnasias Herzliya" (Joan Glasner); "Practice Teaching in the Secondary School" (Sheila Schoenberg); "Error Analysis of Free Composition: The Theory and the Practice" (E. A. Levenston); "Television and the English Teacher: Notes from the Classroom" (Eleanor Braun-Satlow); "Learning and Re-Learning to Read" (Yaffa Allony-Feinberg); "The Utility of Oral Reading in Teaching EFL" (Donald Knapp); "Developing Independent Reading Comprehension" (Rivka Kressel); "Written Answers in Hebrew to English Comprehension Questions" (Batia Laufer); "Learning to Read with Comprehension" (Renee Vorhaus); and "News from Instructional Television: Planning for the Next Five Years" (Sheila Ben, Dvora Ben-Meir, and Sionah Kronfeld). An index for the journal's issues 8-28, letters to the editor, and article synopses in Hebrew are also included. (MSE)

ED 239 509

FL 014 200

Studies on Immersion Education. A Collection for United States Educators.

California State Dept. of Education, Sacramento. Office of Bilingual Bicultural Education.

Spons Agency—Department of Education, Washington, D.C. Equal Educational Opportunity Program; Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Pub Date—84

Note—193p.

Available from—Publication Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 (\$5.00, plus tax for California residents).

Pub Type—Reports - Descriptive (141) - Collected Works - General (020) - Books (010)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Bilingual Education, \*Educational Research, Educational Theories, Elementary Secondary Education, Foreign Countries, French, \*Immersion Programs, \*Limited English Speaking, Minority Groups, Program Administration, Program Descriptions, \*Second Language Instruction

Identifiers—Canada

A collection of papers on immersion programs focuses primarily on their applicability for language minority students, and addresses some common myths and misunderstandings about immersion education. In "An Overview of Issues in Immersion Education" (Wallace Lambert), major issues and misconceptions are outlined. A second group of papers includes: "Historical and Theoretical Foundations of Immersion Education" (Fred Genesee); "Canadian French Immersion Education: Current Administrative and Instructional Practices" (Sharon Lapkin and James Cummins); and "A Review of Immersion Education in Canada: Research and Evaluation Studies" (Merrill Swain). The final group of papers looks at the situation in the United States, in "The Immersion Education Approach to Foreign Language Teaching" (Russell N. Campbell), and "The Inadequacy of English Immersion Education as an Educational Approach for Language Minority Students in the United States" (Eduardo Hernandez-Chavez). (MSE)

ED 239 510

FL 014 203

Ben-Barka, Alba C.

LEA as a Methodology for Use with Semi-Literate ESOL Adolescents: A Case Study.



Pub Date—16 Apr 82

Note—46p; Paper submitted in partial fulfillment of requirements for the Master of Education degree. Several appendices have been removed because of copyright restrictions.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adolescents, Case Studies, Cost Effectiveness, \*English (Second Language), \*Illiteracy, \*Indochinese, \*Language Experience Approach, \*Reading Instruction, \*Second Language Instruction, Teacher Effectiveness

An exploratory study of the feasibility of the Language Experience Approach (LEA) for teaching reading to semi-literate students of English as a second language (ESL) is presented. The instructional approach uses knowledge and interests from the students' own experience as the basis for teaching reading comprehension. The method was used with two Indochinese adolescent refugees for 14 days. Positive effects were observed in both subjects' behavior and reading ability. The period of instruction using the LEA techniques was found to be too short to implement some of the desired premises and standards. Further study is suggested on (1) use of controlled measures for assessment, (2) development of materials for language experience stories, (3) reading strategies used by semi-literate ESL students, (4) procedures for teaching reading to this population, and (5) applicability of LEA with other special populations and in other cultural contexts. (MSE)

ED 239 511

FL 014 204

Anderson, Edmund A.

Style and Situation: A Sociolinguistic Approach to Teaching Bahasa Indonesia.

Pub Date—Dec 83

Note—7p; Paper presented at the Annual Meeting of the American Association of Applied Linguistics (Minneapolis, MN, December 27-29, 1983).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Classroom Techniques, Communicative Competence (Languages), Course Organization, Foreign Countries, \*Indonesian, Instructional Materials, \*Intensive Language Courses, \*Interpersonal Communication, \*Language Variation, Media Selection, \*Second Language Instruction, \*Sociolinguistics, Teaching Methods

Two aspects of a 9-month intensive course in Indonesian are outlined: the component introducing language use in Indonesian social situations, and the choice of instructional materials. The language of social situations is introduced systematically in a series of combinations of speaker, location, and topic, and includes a substantial segment on communicating emotions. The process of collecting and selecting classroom materials that were sociolinguistically sensitive for this component involved (1) defining the basic topics needed, (2) developing a descriptive matrix of 60 possible social situations, (3) eliciting and recording relevant conversations, (4) seeking the advice of native speakers to determine the conversations' appropriateness, and (5) transcribing them for class lessons. The materials were intended to illustrate stylistic variations in speech. Structured and informal practice were derived from the materials gathered. Problems experienced included initial resistance from staff and students to "common" language, and student interest in documentation of the variations being studied. (MSE)

ED 239 512

FL 014 205

Language Census Report, 1983.

California State Dept. of Education, Sacramento. Pub Date—83

Note—16p; Tables may not reproduce well due to small print.

Available from—Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 (limited copies available at no cost).

Pub Type—Numerical/Quantitative Data (110) EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Bilingual Education Programs, \*Bilingual Students, \*Bilingual Teachers, Cantonese, Elementary Secondary Education, English (Second Language), Geographic Distribution, Instructional Program Divisions, Korean, Language Dominance, \*Language Fluency, \*Limited English Speaking, \*Migrant Children, Public Schools, Spanish, State Surveys, Tagalog, Trend Analysis, Vietnamese

Identifiers—\*California

Data are presented on the number and distribution of limited-English-proficient (LEP), fluent-English-proficient (FEP), and bilingual students and teachers and migrant students in California public elementary and secondary schools. Tables present the information by county, grade level, language, participation in a bilingual program, and staff classification (for staff members). Of the state's four million students enrolled in public schools, more than 11.3% were identified as having a primary language other than English and as being LEP. An additional 11.3% were identified as having a primary language other than English and being FEP. Although the survey identified 41 languages as these students' primary languages, 5 (Spanish, Vietnamese, Cantonese, Korean, and Filipino) were the primary languages of 89%. Trends since 1983 show an increase of 21% percent in LEP students, 27 percent in LEP Vietnamese students, and 14% in bilingual cross-cultural teachers. Most of the LEP and FEP students were found in kindergarten and grades 1-6. Six counties had 74% of the state's LEP students. Ninety-three percent of LEP students were enrolled in bilingual classrooms or individualized bilingual programs. Over 57% of migrant students with a primary language other than English were identified as LEP. (MSE)

ED 239 513

FL 014 206

Hsueh, F. S.

Malapropism as a Complicating Factor in the Teaching of Written Chinese.

Pub Date—Nov 83

Note—11p; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (San Francisco, CA, November 24-26, 1983).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Chinese, \*Error Patterns, Higher Education, \*Language Usage, Reading Comprehension, \*Second Language Instruction, Standard Spoken Usage, \*Written Language

Identifiers—\*Malapropisms

Common problems encountered in teaching Chinese that involve classical, intentional malapropisms (learned errors) are discussed. Three aspects unique to Chinese are addressed: (1) since Chinese writing is logographic, some malapropisms occur because of similar graphs; (2) since many expressions come from classical Chinese, and instruction in classical Chinese has decreased considerably, even competent writers may use inappropriate characters to represent classical expressions; and (3) due to obscure origins of some modern expressions, they may be represented arbitrarily by characters unrelated to their original meaning. In the last case, American students using the dictionary for every unknown character may become very confused. A variety of expressions and their written forms, divided into types, are listed. Although no clear, specific short-cut is available for learning the expressions, the teacher is reminded to be aware of the potential for confusion and the essential role of classical Chinese in the reading of vernacular Chinese. It is suggested that when encountering a confusing character, one should: replace it with a character that looks like it to see if it makes sense, replace it with a character that sounds like it to see if it makes sense, or try to interpret the unit in which it appears, as a whole. (MSE)

ED 239 514

FL 014 207

Long, Donna Reseigh

Time-on-Task in Beginning Students of Spanish at the University Level: A Case Study.

Pub Date—Nov 83

Note—35p; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (San Francisco, CA, November 24-26, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Students, Difficulty Level, Higher Education, Intensive Language Courses, Introductory Courses, \*Measurement Techniques, \*Second Language Instruction, \*Second Language Learning, \*Spanish, Student Behavior, \*Teacher Behavior, \*Time on Task

A study of beginning college Spanish students' time-on-task in the foreign language classroom is reported. First, appropriate student on-task behaviors were determined, and teacher behaviors influ-

encing or associated with student on-task behavior were defined. An observational instrument for recording and correlating student and teacher behaviors was then designed and tested with 11 beginning Spanish classes to minimize error in high-inference decisions. Inter-observer agreement of over 85% was found with the instrument being developed. The instrument was then used in the central study of five intensive Spanish students with no previous second language experience and average language aptitude. Each student was observed for four class periods during the five weeks, with observations coded every fifteen seconds and verification by audiotape recording. It was found that all subjects spent most of their instructional time on task, despite varying performance. Grammar and speaking activities were the most common recorded. Sensing (primarily listening) was the most common teacher behavior. Proportions of student behavior spent on each type of task, and associated teacher behaviors, are tabulated. The student showing the least time-on-task was the student who performed best on the final examination, possibly needing less time to master content. Further research is recommended on types of tasks and conditions of performance. (MSE)

ED 239 515

FL 014 209

Roberts, Louis

Promoting Foreign Language Study Outside the Foreign Language Classroom.

Pub Date—Nov 83

Note—10p; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (San Francisco, CA, November 24-26, 1983).

Pub Type—Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attitude Change, Career Planning, College Curriculum, Competency Based Education, \*Core Curriculum, \*Curriculum Development, \*Graduation Requirements, Higher Education, \*Interdisciplinary Approach, Liberal Arts, \*Second Language Instruction, Student Attitudes, \*Student Motivation

Identifiers—\*Syracuse University NY

A substantial change in the core curriculum and general education requirements at Syracuse University provided the context for an interdisciplinary approach to encouraging foreign language study among undergraduates. A unique "continuing skill requirement" dictates that students in upper division courses sharpen and consolidate skills developed in the lower division liberal arts program. To satisfy this requirement in foreign languages, the student must complete a course in which substantial use of the language is required. Among the most common courses chosen are medieval and renaissance music, period courses in the history department, international and contract law, and journalism, as well as foreign language courses. The importance of faculty across the institution sharing responsibility for promoting languages is emphasized, and in this case, advocacy for curricular change with foreign language use at the center was the essential element of the model for promoting foreign language use outside the foreign language department. (MSE)

ED 239 516

FL 014 210

Benderson, Albert

Foreign Languages in the Schools.

Educational Testing Service, Princeton, N.J.

Pub Date—83

Note—28p.

Available from—Publications Order Services, Dept. I-101, Educational Testing Service, Princeton, NJ 08541 (\$1.25)

Journal Cit—Focus; n12 1983

Pub Type—Reports - Descriptive (141) — Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Competition, Educational Needs, Elementary Secondary Education, Higher Education, \*Immersion Programs, \*Instructional Improvement, International Programs, Interviews, \*Language Tests, Oral Language, Program Descriptions, \*Second Language Instruction, \*Second Language Programs, \*Teaching Methods, Technical Assistance

Identifiers—Educational Testing Service, \*Peace Corps, Rider College NJ

The current situation of foreign language education at all educational levels in the United States, is examined with emphasis on new developments in

instruction, testing, and program design. In a section titled "The Foreign Language Crisis," the combination of declining foreign language enrollment and increasing need for language skills in international business and relations is examined. A section entitled "Foreign Language Studies—A Short History" outlines the development of foreign languages as a field of study and the increasing interest in teaching and testing methods in the academic and military sectors. "The New Methodologies" briefly outlines such techniques as the direct method, confluent approach, suggestopedia, and total physical response. A section on "Testing for Oral Proficiency" describes recent efforts to refine testing methods, particularly by drawing on the Foreign Service Institute's Oral Proficiency Interview and providing teachers with professional development opportunities in this area. Two outstanding high school foreign language programs are noted in "Blue Ribbon Language Programs," and four cities are highlighted in "Immersion Programs." In "In the Colleges," the crucial college language programs are criticized for lack of leadership in promoting foreign language study. A section entitled "Oral Proficiency Testing in the Peace Corps" describes the Educational Testing Service's initial involvement in oral proficiency testing and its results. Rider College's annual forensic contest for high school language students is outlined in "Colleges Sponsor Foreign Languages Competitions." (MSE)

ED 239 517 FL 014 218

Ching, Eugene

Why a Calligraphy Course for Language Students.

Pub Date—Nov 83

Note—8p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (San Francisco, CA, November 24-26, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Art Appreciation, \*Chinese, College Students, Cultural Enrichment, Higher Education, \*Manuscript Writing (Handlettering), \*Second Language Instruction, \*Student Attitudes, Surveys

There is a variety of reasons calligraphy should be taught to students of Chinese. It is pleasurable; it will help students learn to write Chinese characters better, through dexterity and confidence; it will help students learn to read better, especially when dealing with a variety of forms of cursive writing. Furthermore, it is an essential element of the complex communication in Chinese; it is as integral a part of Chinese culture as history or literature; the quality of one's handwriting carries much esteem in China; and students learn stroke count, stroke order, significance of strokes, character composition, etymology, and artistic balance through this study. These benefits are reflected in the attitudes of students and faculty in one department of East Asian studies. (MSE)

ED 239 518 FL 014 219

Ching, Eugene

Problems Caused by the Neologisms in Teaching Chinese.

Pub Date—Nov 83

Note—12p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (San Francisco, CA, November 24-26, 1983).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Abbreviations, \*Chinese, Higher Education, Language Styles, \*Language Usage, \*Language Variation, Oral Language, \*Second Language Instruction, \*Semantics, Vocabulary Development, Written Language

Identifiers—\*Neologism

Both language students and language teachers can be troubled by new words, expressions, or usage in Chinese. A new use of an old word or expression is particularly difficult for a more advanced or experienced speaker, less so for a beginner. The growing popularity of abbreviations is another kind of change creating problems. Two kinds of abbreviations are commonly found: the use of fewer characters (often just two) representing a longer term, and the number-character-number-character form. These may require substantial research before they are understood. A third problem arises from the civilian use of military terms, such as "troop training" for a form of vocational training. Shifts in parts

of speech, such as an adjective used as a verb, create new grammatical usages and require an alertness to structure. Euphemisms created to suit new social and political preferences can be misleading. Finally, entirely new expressions are not uncommon and may also not be found in a dictionary. It is important not to take some of the new forms literally without more knowledge of possible hidden meanings, and the help of a native speaker is valuable in understanding them. (MSE)

ED 239 519 FL 014 220

Levy, Yonata

Berko's Wug-Technique Revisited.

Pub Date—Oct 83

Note—35p.; Paper presented at the Annual Boston University Conference on Language Development (8th, Boston, MA, October 7-9, 1983).

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Age Differences, Form Classes (Languages), Hebrew, \*Language Acquisition, \*Language Tests, Nouns, Plurals, \*Test Validity, Young Children

Identifiers—\*Berko Wug Test, \*Nonsense Words  
Berko's Wug-Technique, using invented words to test linguistic knowledge, has been used with a wide range of age groups, and test results have been treated identically when obtained from children who controlled fully the construction in question in their spontaneous speech or from children just acquiring it. A study of seven-year-old and two-year-old Hebrew speakers investigated their knowledge of pluralization of real and nonce (invented) nouns. The children's performance on the nonce test was compared to their performance with real nouns in test conditions (for the two-year-olds) and in naturalistic speech (for the seven-year-olds). It was found that the two groups differed significantly in their performance. While the two-year-olds mirrored in their plurals of nonce forms the developmental pattern typical of real nouns, the seven-year-olds' handling of the nonce forms radically departed from this pattern. It is suggested that the internal organization of linguistic knowledge of fluent speakers differs from that of speakers in the process of learning the language. It is also suggested that the nonce-word test may be more adequate for assessing the knowledge of a system as it is being learned than after it has become well-established. (Author/MSE)

ED 239 520 FL 014 221

Millstone, A.

Oral Proficiency Testing and Programs at the University of South Carolina.

Pub Date—Dec 83

Note—10p.; Paper presented at the Annual Meeting of the Modern Language Association (100th, New York, NY, December 27-30, 1983).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Business Administration Education, College Faculty, College Second Language Programs, Communicative Competence (Languages), \*Competency Based Education, Cooperative Programs, Degree Requirements, Departments, \*Faculty Development, French, German, Higher Education, International Education, Internship Programs, Interviews, \*Language Proficiency, Language Tests, Professional Associations, Program Descriptions, Second Language Instruction, Spanish, \*Testing, Workshops

Identifiers—\*Foreign Service Institute Interview

Workshops on proficiency testing attended by foreign language faculty at the University of South Carolina provided the starting point for extradepartmental involvement in proficiency testing. As a result of funding requirements and a cooperative arrangement between the foreign languages department and the Masters in International Business program (MIBS), faculty in French and Spanish received training in, and derived very different applications of, proficiency testing. The French faculty approach has been to establish the oral proficiency interview as a degree requirement, with the curriculum developed to prepare students for it. Some problems have resulted from student anxiety over the interview as a hurdle to be overcome late in their program, but more time is thought necessary to evaluate it. The Spanish faculty has made curricular changes designed to develop proficiency and has created an additional series of proficiency-based in-

tensive courses using oral proficiency interviews as an integral feature. Problems foreseen in global application of proficiency testing in the foreign language curriculum include misunderstandings of what proficiency means and developing a single proficiency standard for all students. At the University of South Carolina, language proficiency testing has also been used to place students and predict their success in an international business internship program. (MSE)

ED 239 521 FL 014 222

Evaluation of the Bilingual (English-German) Program, 1982-83.

Edmonton Public School, (Alberta). Instructional Services Div.

Spons Agency—Alberta Dept. of Education, Edmonton. Planning Services Branch.

Pub Date—Oct 83

Note—61p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Bilingual Education Programs, Cognitive Development, Cultural Education, Elementary Education, English, Evaluation Criteria, Foreign Countries, \*German, Grade 2, Grade 3, \*Immersion Programs, Language Attitudes, \*Language Skills, \*Library Collections, \*Mathematics Instruction, Parent Attitudes, Program Evaluation, Self Esteem, Teacher Attitudes

Identifiers—\*Edmonton Public Schools (Canada)

The annual evaluation of an English-German bilingual education program in the Edmonton Public Schools, extending from kindergarten through grade 4 at the time of evaluation, is presented. The current evaluation focuses on grade 2 and 3 achievement in English language arts and mathematics, self-esteem, cognitive development, German language skills, attitudes toward learning German, German cultural knowledge of grade 3 students, and reactions to the program by school personnel and parents. Recommendations include extension of the program to grades 5 and 6, acquisition of additional German language library books, special attention to curriculum development for the leading highest grade, and special attention to English language arts in grades 1 and 2. (MSE)

## HE

ED 239 522 HE 016 594

Johnson, Betty M.

The Dean of Nursing: A Descriptive Survey with Comparisons between Nursing and Social Work Deans.

American Association of Colleges of Nursing, Washington, D.C.

Pub Date—83

Note—93p.

Available from—American Association of Colleges of Nursing, Eleven Dupont Circle, Washington, DC 20036 (\$15, nonmembers; \$10, members).

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Administrator Characteristics, Administrator Qualifications, Administrator Role, Comparative Analysis, \*Deans, Higher Education, \*Nursing Education, Questionnaires, \*Social Work, \*Teacher Administrator Relationship

The methodology and findings from a survey of 465 current and former deans of nursing are described, and comparisons are made with the findings of a survey of social work deans. Information was collected on respondents' background, perceptions of the dean's role and the workplace, and other information about the program and staffing. Of the 465 deans and former deans of nursing, 84 percent held a dean's position and 16 percent had held the position during the previous 5 years. Findings include the following: nurses appointed to deans' positions came with little administrative experience or educational preparation for the position; respondents experienced difficulties in connection with faculty recruitment and qualifications, as well as relationships between the deans and faculty; deans of nursing viewed teaching and curriculum decision-making as more important responsibilities than publication and research; deans of nursing perceived less decision-making responsibility for the budget and for faculty appointments than did social work deans; and similarities between deans of social work

and deans of nursing were greater than the differences. The nursing dean questionnaire, which is a revised version of the social work questionnaire, is appended. (SW)

**ED 239 523** HE 016 835  
Heilbron, Louis H.

From the Beginning: Commencement Addresses and Selected Papers.

California State Univ., Long Beach.  
Pub Date—83

Note—193p.

Pub Type—Collected Works - General (020) — Opinion Papers (120)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Academic Freedom, College Administration, \*College Role, Commencement Ceremonies, Demonstrations (Civil), \*Educational Change, Educational Objectives, \*Governance, Higher Education, Liberal Arts, School Boycotts, School Community Relationship, Speeches, \*State Colleges, \*Statewide Planning, Student College Relationship, Trustees  
Identifiers—\*Heilbron (Louis H)

Commencement addresses and selected papers of Louis H. Heilbron are presented that cover two decades of California higher education, although most address educational issues of the 1960s. Some are historical documents, while others contain advice to graduates. Topics range from teacher education, occupational training, and admission standards to academic governance, collective bargaining, and the role of trustees. The addresses also deal with some major achievements of the California state college system in the formative years. Nine articles on educational mission include the following topics: academic freedom, the values of a liberal education, and the changing role of education in California. Topics addressed in six articles on governance include: the uses and abuses of trustees, bridging the gap between the college and the community, and employment relations of academic personnel in the California State Colleges. Five articles on student unrest deal with the aspirations of youth, state colleges and the youth revolution, and the relationship between the school and the community. Finally, public expectations concerning educational standards are addressed, along with remarks from the dedication of the California State University Archives. (SW)

**ED 239 524** HE 016 933

Training by Contract: College-Employer Profiles. College Entrance Examination Board, New York, N.Y.; Policy Studies in Education, New York, N.Y.

Report No.—ISBN-0-87447-157-3  
Pub Date—30 Jan 84

Note—86p.

Available from—College Board Publications, Box 886, New York, NY 10101 (\$8.95).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*College Instruction, \*Contracts, \*Government School Relationship, Higher Education, Industry, \*Labor Force Development, Program Descriptions, \*School Business Relationship, Staff Development, Voluntary Agencies  
Identifiers—\*Corporate Education

Sixty profiles are presented that demonstrate actual contracting in practice between organizations and colleges for the provision of instruction to employees, clients, or members. The objective is to assist colleges in the early stages of developing such arrangements, as well as to guide organizations that are considering this approach. Contracts are described that have involved two-year, four-year, public, and private colleges, as well as a broad mix of businesses and industries, government agencies, and voluntary associations. Each profile outlines the type of student who has attended, course content, schedule, methods and faculty members used, location, college and organization services, contract charges, evaluation, and certification, and provides a contact at the participant school. The first section of profiles, contracts with business/industry, describe job-specific and company-specific training, as well as academic, scientific, and enrichment programs. The second section of profiles, contracts with government and voluntary associations, describes programs addressing the employment needs of local governments, state governments, the federal government, the United States Armed Forces, religious groups, minority groups, special-interest groups, and unions. (SW)

**ED 239 525** HE 016 934

Interprovincial Comparisons of University Financing. Fifth Report of the Tripartite Committee on Interprovincial Comparisons.

Council of Ontario Universities, Toronto; Ontario Council on University Affairs, Toronto; Ontario Ministry of Colleges and Universities, Toronto.

Pub Date—Jan 84

Note—56p; For related document, see ED 223 148.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Comparative Analysis, \*Educational Finance, Expenditure Per Student, Expenditures, \*Financial Support, Foreign Countries, Higher Education, Income, \*Operating Expenses, \*Resource Allocation, \*State Aid, Student Financial Aid

Identifiers—\*Canada, \*Financial Indicators

Canadian interprovincial comparisons of university financing are presented for 1981-1982, with particular reference to government support. The data pertain to the amount of financial support provided to universities, the way that university financing fits into each government's priorities, and the proportion of provincial resources that is directed toward university financing. Information is provided on the following eight indicators: provincial operating grants per student, provincial operating grants per capita, provincial operating grants plus student aid per capita, provincial operating grants plus fees per student, total operating income per student, provincial operating grants plus student aid as a percentage of provincial gross (government expenditure), provincial operating grants per \$1,000 of provincial personal income, and total university operating expenditure as a percentage of provincial gross domestic product. The values of the eight indicators for 1974-1975 to 1981-1982 are reported. Appendices include the data used for the calculation of the indicators, along with information on the guidelines and definitions on which interprovincial comparisons are based. Each indicator is also briefly described. (SW)

**ED 239 526** HE 016 935

Young, Robert E.

A Program for Instructional Development at the University of North Dakota. Instructional Development Report. Third Progress Report, 1982-83.

North Dakota Univ., Grand Forks. Office of Instructional Development.

Pub Date—Nov 83

Note—55p; Some tables may not reproduce well due to small print.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Faculty Development, \*Faculty Fellowships, Financial Support, Grants, Higher Education, \*Instructional Development, Instructional Improvement, \*Research Projects, \*Sabbatical Leaves, \*Teacher Attitudes

Identifiers—\*University of North Dakota Grand Forks

The 1982-1983 instructional development program at the University of North Dakota (UND) is described, with attention to activities, program evaluation results, and future directions. Additionally, a report of expenditures for 1982-1983 is included. The 3-year instructional development program was designed to provide resources for improved instruction and the professional development of faculty members as teachers. The program provides direct service, funding, and advocacy for instructional development. Direct service is provided to faculty and staff members through materials, consultation, and assistance. For each year of the 3-year project, information is provided on instructional development grants and professorships, faculty development contracts, and developmental leave supplements. In addition, results of a faculty survey are presented concerning respondents' awareness/knowledge of various aspects of the instructional development program, and their perceived performance in relation to a range of objectives. It is noted that during the 1982-1983 academic year 25 instructional development grants were awarded, involving 50 faculty members. In addition, eight persons from seven departments were awarded developmental leave supplements, and faculty development contracts were awarded for 32 projects. (SW)

**ED 239 527** HE 016 936

Loewenstein, Sophie Freud

Last Sabbatical: A Midlife Journey. College Teaching Monograph.

North Dakota Univ., Grand Forks. Office of Instructional Development.

Pub Date—83

Note—25p.

Available from—University of North Dakota, Office of Instructional Development, Box 8161, University Station, Grand Forks, ND 58202.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adult Development, College Faculty, \*Faculty Development, Higher Education, \*Individual Development, Interpersonal Relationship, \*Sabbatical Leaves, \*Self Actualization  
Identifiers—\*University of North Dakota Grand Forks

The views of a professor of social work about her sabbatical leave overseas as a point of transition in her academic career, and as an occasion for challenge and reflection in her life and work, are presented. She left to escape the pressures of duties, obligations, strictures, and expectations that surround a relatively successful academic career, as well as to learn new clinical social work skills and to gain in personal development. Issues concerning midlife, professional relationships, relationships between male and female clinicians, and separation from a familiar culture and personal ties are addressed. Philosophical, personal, and professional concerns are shared and illustrated by quotes from literature and philosophy. (SW)

**ED 239 528** HE 016 937

Smith, William C., Jr.

Report on Medical School Faculty Salaries, 1982-83.

Association of American Medical Colleges, Washington, D.C. Div. of Operational Studies.

Pub Date—Jan 83

Note—178p; For related documents, see ED 138 224-227, ED 138 230-232, ED 139 312-314, ED 152 221, ED 153 528, ED 210 963, and HE 016 938-939.

Available from—Publications Sales, Association of American Medical Colleges, One Dupont Circle, Suite 200, N.W., Washington, DC 20036 (\$8.75).

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Academic Rank (Professional), Doctoral Degrees, Educational Background, \*Full Time Faculty, Geographic Distribution, Higher Education, Institutional Characteristics, \*Medical School Faculty, Medical Schools, Private Colleges, Questionnaires, School Location, School Surveys, State Universities, \*Teacher Salaries, Trend Analysis

Information on the earnings as of September 1982 of full-time medical school faculty is presented, based on survey responses from 124 of the 127 fully and provisionally accredited medical schools in the United States. Statistical data are reported on the number of faculty and the total compensation earned in 1982-1983 by degree held, academic rank, region, and public/private ownership status. Full compensation data are provided for 40,111 full-time faculty, a 7 percent increase over the number reported in 1981. Additional contents include: a comparison of 1981-1982 data and 1982-1983 data for faculty with the M.D. degree and for faculty with other doctoral degrees; a summary of the compensation of all faculty for whom 1982-1983 earnings were reported, by department and rank; and compensation of faculty (all faculty, faculty with M.D. degrees, and faculty with other doctoral degrees) receiving only a base guaranteed component or receiving base and supplement components in 1982-1983, by department and rank, by regional location of the medical school, and by public or private status of the medical school. A sample questionnaire and a list of participating schools are included. (SW)

**ED 239 529** HE 016 938

Smith, William C., Jr.

Report on Medical School Faculty Salaries, 1981-82.

Association of American Medical Colleges, Washington, D.C. Div. of Operational Studies.

Pub Date—Feb 82

Note—182p; For related documents, see ED 138 224-227, ED 138 230-232, ED 139 312-314, ED 152 221, ED 153 528, ED 210 963, and HE 016



937-939.

Available from—Publications Sales, Association of American Medical Colleges, One Dupont Circle, Suite 200, N.W., Washington, DC 20036 (\$8.75).  
Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC08 Plus Postage.**

Descriptors—Academic Rank (Professional), Doctoral Degrees, Educational Background, \*Full Time Faculty, Geographic Distribution, Higher Education, Institutional Characteristics, \*Medical School Faculty, Medical Schools, Private Colleges, Questionnaires, School Location, School Surveys, State Universities, \*Teacher Salaries, Trend Analysis

Information on the earnings as of September 1981 of full-time medical school faculty is presented, based on survey responses from 119 of the 126 fully and provisionally accredited medical schools in the United States. Statistical data are reported on the number of faculty and the total compensation earned in 1981-1982 by degree held, academic rank, region, and public/private ownership status. Full compensation data are provided for 37,428 full-time faculty. Additional contents include: a comparison of 1980-1981 data and 1981-1982 data for faculty with the M.D. degree and for faculty with other doctoral degrees; a summary of the compensation of all faculty for whom 1982-1983 earnings were reported, by department and rank; and compensation of faculty (all faculty, faculty with M.D. degrees, and faculty with other doctoral degrees) receiving only a base guaranteed component or receiving base and supplement components in 1981-1982, by department and rank, by regional location of the medical school, and by public or private status of the medical school. A sample questionnaire and a list of participating schools are included. (SW)

**ED 239 530**

HE 016 939

Smith, William C., Jr.  
Report on Medical School Faculty Salaries, 1980-81.

Association of American Medical Colleges, Washington, D.C. Div. of Operational Studies.

Pub Date—81

Note—171p.; For related documents, see ED 138 224-227, ED 138 230-232, ED 139 312-314, ED 152 221, ED 153 528, ED 210 963, and HE 016 937-938.

Available from—Publications Sales, Association of American Medical Colleges, One Dupont Circle, Suite 200, N.W., Washington, DC 20036 (\$7.75).  
Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors—Academic Rank (Professional), Doctoral Degrees, Educational Background, \*Full Time Faculty, Geographic Distribution, Higher Education, Institutional Characteristics, \*Medical School Faculty, Medical Schools, Private Colleges, Questionnaires, School Location, School Surveys, State Universities, \*Teacher Salaries, Trend Analysis

Information on the earnings as of September 1980 of full-time medical school faculty is presented, based on survey responses from 118 of the 126 fully and provisionally accredited medical schools in the United States. Statistical data are reported on the number of faculty and the total compensation earned in 1980-1981 by degree held, academic rank, region, and public/private ownership status. Full compensation data are provided for 36,857 full-time faculty. Additional contents include: a comparison of 1979-1980 data and 1980-1981 data for faculty with the M.D. degree and for faculty with other doctoral degrees; a summary of the compensation of all faculty for whom 1980-1981 earnings were reported, by department and rank; and compensation of faculty (all faculty, faculty with M.D. degrees, and faculty with other doctoral degrees) receiving only a base guaranteed component or receiving base and supplement components in 1980-1981, by department and rank, by regional location of the medical school, and by public or private status of the medical school. A sample questionnaire and a list of participating schools are included. (SW)

**ED 239 531**

HE 016 940

Rockhill, Kathleen

Academic Excellence and Public Service: A History of University Extension in California.  
Report No.—ISBN-0-87855-491-2  
Pub Date—Dec 83

Note—320p.

Available from—Transaction Books, Rutgers-The State University, New Brunswick, NJ 08903 (\$24.95).

Pub Type— Books (010) — Historical Materials (060)

**Document Not Available from EDRS.**

Descriptors—\*Adult Education, Case Studies, \*College Role, Continuing Education, Educational Change, Educational Development, \*Educational History, Educational Policy, \*Extension Education, Higher Education, \*Lifelong Learning Identifiers—\*California, \*Public Service

A case study of the development of university extension within the University of California is presented. The interplay between the university proper and the extension division is addressed, including official and unofficial statements of functions, goals, and purposes by the university administration and faculty, and the extension staff. An initial period of conflict in the development of university extension was characterized by alternative ideals and models. Attention is directed to the formative years, the first experiment with extension for credit, a second experiment with the English Plan, and a third experiment with the Wisconsin Model. Additional developments include the acceptance within the university of the university's extension at the time of the national popularity of lifelong learning and adult education; the emergent professionalization of university extension; difficulties during the 1957-1967 period; decentralization of the University of California system in 1968, which also resulted in decentralization of the extension function; and continuing conflicts concerning self-support, part-time degrees, assuring academic quality, and ideological conflict. (SW)

**ED 239 532**

HE 016 941

Academic Profile of 1983 Maryland College-Bound Seniors.

Maryland State Board for Higher Education, Annapolis.

Pub Date—Jan 84

Note—5p.

Available from—Maryland State Board for Higher Education, 16 Francis Street, Annapolis, MD 21401.

Pub Type— Reports - Descriptive (141) — Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Aptitude, Academic Aspiration, Aptitude Tests, \*College Bound Students, \*College Entrance Examinations, Comparative Analysis, Higher Education, \*High School Seniors, \*Majors (Students), Sex Differences, \*Student Characteristics, Trend Analysis Identifiers—\*Maryland

Information is presented on Scholastic Aptitude Test (SAT) performance of Maryland high school seniors who graduated in 1983, and characteristics of the students are examined. Of the 29,755 Maryland students who took the SAT in 1983, 18 percent were black, 20 percent attended nonpublic schools, and 53 percent were females. Maryland seniors obtained average scores on the SAT of 427-verbal, 466-math, and 893 combined. Males continued to score higher than females on both the mathematics and verbal sections of the SAT. Maryland seniors reported undertaking increasing amounts of coursework in mathematics, the physical sciences, and foreign languages. The highest percentage of seniors (16.3 percent) intended to major in business. The second highest percentage of graduating seniors intended to major in health fields (14.6 percent), and the third highest percentage intended to major in engineering (12.4 percent). Students who intended to major in the physical sciences, mathematics, and engineering obtained the highest average combined scores. Students who intended to major in home economics, education, business, and fine/applied arts obtained the lowest average combined scores. Comparisons to national trends in SAT scores are noted. (SW)

**ED 239 533**

HE 016 942

Simmons, Howard L.

Implications of Accreditation for Promoting Access, Choice, and Parity for Blacks in Higher Education and the Uniqueness of Historically Black Colleges.

Pub Date—Jan 84

Note—14p.

Pub Type— Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Access to Education, \*Accredita-

tion (Institutions), \*Accrediting Agencies, \*Black Colleges, \*Black Students, Change Strategies, College Choice, Educational Opportunities, \*Equal Education, Higher Education, Institutional Evaluation

Strategies to enable blacks to achieve access, choice, and parity in higher education under the aegis of accreditation are suggested. It is noted that educational requirements or standards are directly or indirectly set by accrediting agencies. The following recommendations for accrediting agencies are offered: accrediting agencies should involve more blacks from all types of higher institutions in their activities; evaluation teams should review the institution's commitment to equity in enrollment and employment; blacks should be represented on evaluation teams; and guidelines should be developed for the evaluation of black colleges as well as for the multicultural/multiracial elements found in other colleges. Suggestions for blacks in predominantly black and predominantly white colleges include: be familiar with the political and other unintended uses of the accreditation process for the purpose of improving their relative position with other educational status groups and power elites; seek broad participation in all facets and levels of the accrediting process; develop systematic planning procedures that include continuous evaluation and self-assessment to assure continued access and choice; and assist in the development of self-study documents. (SW)

**ED 239 534**

HE 016 943

Dixon, Terry

Parsons College: Innovative Ideas, or Unethical Practices.

Pub Date—12 Dec 83

Note—11p.

Pub Type— Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Accountability, \*Accreditation (Institutions), Accrediting Agencies, Educational History, Educational Responsibility, Ethics, Higher Education, Innovation, \*Institutional Evaluation, \*Open Enrollment, \*Private Colleges, \*School Closing, Small Schools

Identifiers—\*Parsons College IA

Conditions leading to the loss of accreditation by Parsons College and ethical questions raised by the closing of the college are considered. Practices at the college that were undertaken under the Parsons Plan during 1955-1967 increased enrollment from 200 to over 5,000 students in 11 years. These practices included: open-door admission for students who either could not be accepted by or were dismissed from other colleges, a set of core courses, a preceptor system, a system that allowed students to charge their meals and other expenses, the use of modern computers, offering attractive employment benefits to faculty members, and using a prominent public relations firm and law/accounting agencies. Problems between the college and the accrediting agency occurred from 1963 until 1967, when Parsons College lost its accreditation. The practices that were criticized at this small, private liberal arts college are today common procedures at American campuses. (SW)

**ED 239 535**

HE 016 944

Bender, Carl M. Cockriel, Irvin W.

Conducting an Alumni Market Survey.

Pub Date—Dec 83

Note—8p.

Pub Type— Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Alumni, \*Alumni Associations, \*College Graduates, Feedback, \*Graduate Surveys, Higher Education, \*Sampling

Identifiers—University of Missouri Columbia

The use of a stratified sampling procedure for conducting market surveys by alumni associations is discussed. A market survey with a 76.8 percent response rate is used to illustrate the potential success of the procedure, which can be implemented by alumni associations with computerized record systems. At the University of Missouri, Columbia, the market survey was used to obtain member input concerning the various programs and activities sponsored by the alumni association. The direct mail opinion survey solicited views about the university, opinions about the alumni association, and demographic information. A total of 1,743 questionnaires were mailed to a stratified random sample of alumni association members by academic divisions, and responses were obtained from 1,338 members. Survey results established a measurable

database to support future programmatic choices made by the alumni association. Reasons for using a mail questionnaire, development and pretesting of the questionnaire, procedures to reach respondents, and the sampling design are briefly described. (SW)

**ED 239 536** HE 016 954  
Continuing Education Activities of the University of British Columbia, 1982-1983. A Report to the President, the Senate, and the Board of Governors.

British Columbia Univ., Vancouver.

Pub Date—83

Note—73p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Students, Annual Reports, \*College Programs, \*Community Education, \*Continuing Education, Foreign Countries, Higher Education, \*Professional Continuing Education, School Community Relationship

Identifiers—\*University of British Columbia (Canada)

Continuing education activities of the University of British Columbia for the 1982-1983 academic year are reported. Information is provided on: extra-session credit programs, guided independent study, the Centre for Continuing Education, the Division of Continuing Education in the Health Sciences, professional programs of the Faculty of Commerce and Business Administration, the professional continuing education program of the School of Social Work, professional continuing education activities of the Faculty of Agricultural Sciences, professional continuing education activities of the Faculty of Education, the Community Sports Services Adult Program of the School of Physical Education and Recreation, exhibits and programs of the Museum of Anthropology, the university's botanical garden, free public lectures and educational offerings, exhibits and public information services, scientific and art exhibits, public concerts and theater performances, meetings of learned and professional societies, province-wide continuing education services, and the university's speakers bureau. A statistical summary of the university's continuing education programs for 1982-1983 is included. (SW)

**ED 239 537** HE 016 959  
Instructional Space Utilization at the University of Alaska. Volume I, Volume II, Volume III.

Alaska State Commission on Postsecondary Education, Juneau.

Pub Date—Dec 83

Note—472p.

Available from—Alaska Commission on Postsecondary Education, Pouch FP, 400 Willoughby Avenue, Juneau, AK 99811.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC19 Plus Postage.

Descriptors—Classrooms, Comparative Analysis, \*Educational Facilities Planning, \*Facility Utilization Research, Higher Education, Institutional Characteristics, \*Laboratories, \*Space Utilization, \*State Universities

Identifiers—\*University of Alaska

The use of instructional facilities at University of Alaska campuses was assessed in 1982 through a comparison of usage rates and prescribed standards. The objective was to assist the state legislature evaluate present and future capital improvements requested by the university and to enhance institutional managerial decisions regarding the need for and use of instructional facilities. Space for classrooms and class laboratories was evaluated, along with average weekly room hours of instruction and percent student station utilization. Overall findings and 11 institutional summaries are presented, along with nine recommendations. In addition, graphic representations of facility usage for each campus are provided, including comparisons between the institutions. Finally, detailed information for each unit of the university system is provided. Computer printouts provide data on each classroom and class laboratory by institution, as well as supporting data. Major findings include that (1) the campuses exhibited varying degrees of need for additional instructional facilities, and (2) there was a strong relationship between the number of part-time students and the evening use of classrooms and class laboratories. (SW)

**ED 239 538** HE 016 960  
Alaska High School Seniors Survey Report, June

1983.  
Alaska State Commission on Postsecondary Education, Juneau.  
Pub Date—Jun 83  
Note—49p.

Available from—Alaska Commission on Postsecondary Education, Pouch FP, 400 Willoughby Avenue, Juneau, AK 99811.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academic Aspiration, Career Choice, College Attendance, \*College Bound Students, \*College Choice, Educational Background, Higher Education, High Schools, \*High School Seniors, Learning Experience, \*Noncollege Bound Students, Occupational Aspiration, Questionnaires, Student Attitudes, \*Student Characteristics, Student Needs

Identifiers—\*Alaska

A survey of Alaska high school seniors was conducted in fall 1982 to determine students' opinions of their overall high school experience, their need for additional assistance in selected academic and career planning areas, general demographic information, their plans after high school graduation, and specific postsecondary plans. A total of 3,505 (60 percent) of the seniors, completed the questionnaire. A comparison of college-bound and noncollege-bound students covers the following areas: sex, race, school size, household income, grades earned, and occupational choice. For college-bound students, information is presented on the state in which they planned to pursue their postsecondary education, colleges in Alaska they planned to attend, reasons for institutional choice, their familiarity with financial aid, and plans to return to Alaska for those seniors who planned to attend college out of state. Findings include that (1) many seniors expressed a need for assistance in improving mathematics skills and in developing career or educational plans, and (2) seniors who had higher household incomes and who earned higher grades were more likely to plan postsecondary education than were other seniors. A questionnaire is appended. (SW)

**ED 239 539** HE 016 961  
Postsecondary Certificates and Degrees in the State of Alaska.

Alaska State Commission on Postsecondary Education, Juneau.

Pub Date—Feb 83

Note—137p.

Available from—Alaska Commission on Postsecondary Education, Pouch FP, 400 Willoughby Avenue, Juneau, AK 99811.

Pub Type—Numerical/Quantitative Data (110) — Reports - Evaluative (142)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Associate Degrees, Bachelors Degrees, \*College Programs, \*Degrees (Academic), Doctoral Degrees, \*Educational Certificates, Higher Education, Institutional Characteristics, \*Majors (Students), Masters Degrees, Private Colleges, School Surveys, State Colleges, State Standards, State Surveys

Identifiers—\*Alaska

The number of certificate and degree programs offered and awarded at public and private nonproprietary, postsecondary institutions in Alaska is listed statewide and by institution. Programs that may be underproductive based on the number of formal awards over a four-year period are also identified. A total of 252 unduplicated certificate and degree programs are offered at 18 institutions. The majority (70) are associate degree programs, followed by 67 bachelor's degree programs, 57 certificate programs, 51 master's degree programs, and 7 doctorate degree programs. During 1978-1979 to 1981-1982, Alaska postsecondary institutions awarded 1,425 certificates and 4,462 degrees. The most popular award is the associate degree, followed closely by the bachelor's degree. Since 1978-1979, certificate awards have slightly declined, while associate degree awards have increased almost 50 percent. At the certificate and associate level, oil/petroleum technology, secretarial technology, and business administration are most popular. At the bachelor's and master's level, business administration and elementary education are the most popular. Information on specific colleges is included, along with recommendations concerning underproductive programs. Definitions of formal awards and program areas are appended. (SW)

**ED 239 540** HE 016 962  
Review of the University of Alaska FY 1985

Operating and Capital Budgets. Submitted to the Governor and the Thirteenth Alaska State Legislature.

Alaska State Commission on Postsecondary Education, Juneau.

Pub Date—10 Dec 83

Note—109p.

Available from—Alaska Commission on Postsecondary Education, Pouch FP, 400 Willoughby Avenue, Juneau, AK 99811.

Pub Type—Numerical/Quantitative Data (110) — Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Access to Education, \*Budgets, College Buildings, College Credits, \*College Programs, Construction Programs, Degrees (Academic), \*Educational Demand, Educational Supply, \*Enrollment Trends, Higher Education, Resource Allocation, \*State Aid, \*State Universities

Identifiers—\*Alaska, University of Alaska

A review of the University of Alaska's operating and capital budget submission for fiscal year 1985 is presented. The review is directed at the educational and programmatic impact of the budget request. In addition, 11 recommendations endorsed by the Alaska Commission on Postsecondary Education are analyzed. Additional contents include: the student credit hour (SCH) growth associated with subject matter for which new faculty members were requested, number of degrees awarded for the last 5 years for each campus, and SCH production by subject area for each campus. The following three assumptions on which the university's planning process is based are considered: enrollment demand is projected to increase at the rate of about 7 percent per year; revenue income from the state will not keep pace with the demand for services; and access to higher education will continue to be a dominant theme and demand for greater efficiency will increase. Recommendations include the following: the university should review degree programs that may have been underproductive over the past 5 academic years; the university should consider more innovative and flexible class scheduling to accommodate additional students; and the state should provide funding for campus facilities. (SW)

**ED 239 541** HE 016 963  
A Comparison of the University of Maryland with Its Peer Institutions. Postsecondary Education Research Reports.

Maryland State Board for Higher Education, Annapolis.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.; State Higher Education Executive Officers Association.

Pub Date—Dec 83

Note—87p.

Available from—Maryland State Board for Higher Education, 16 Francis Street, Annapolis, MD 21401.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Rank (Professional), Aptitude Tests, Budgeting, College Faculty, College Libraries, College Programs, Comparative Analysis, Degrees (Academic), \*Educational Finance, \*Employment Practices, \*Enrollment Trends, Expenditures, Financial Support, Higher Education, Income, \*Institutional Characteristics, \*State Universities, Student Characteristics, Teacher Salaries, Tenure

Identifiers—\*Peer Institutions, \*University of Maryland

Comparisons of the University of Maryland (the University) with peer institutions are provided concerning characteristics of the student population, institutional resources, and financial resources and expenditure patterns. Findings include the following: part-time enrollment at the University accounts for a significantly higher proportion of total enrollment than is the case for the peer group as a whole; the University enrolls a greater proportion of its students as undergraduates than do the peers; average faculty salaries at the University for the ranks of professor, associate professor, and assistant professor are comparable to those of peers; administrative salaries for 23 positions at the University are below medians for the peer group; the University expended significantly less per student for libraries than did its peer institutions during funding year 1982; and wide variations among institutions existed during 1982 in total revenues and expenditures, in expenditures by program, and revenues by

source among institutions. Information is also provided on National Merit Scholars, Scholastic Aptitude Test scores, and budget guidelines. Information on the peer institutions are appended. (SW)

ED 239 542 HE 016 964

Atlin, Alexander W. And Others  
The American Freshman National Norms for Fall 1983.

American Council on Education, Washington, D.C.; Higher Education Research Inst., Inc., Los Angeles, Calif.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Dec 83  
Contract—300-81-0245

Note—220p.; Prepared by the staff of the Cooperative Institutional Research Program.

Available from—University of California, Cooperative Institutional Research Program, Graduate School of Education, Los Angeles, CA 90024 (\$8.25).

Pub Type—Numerical/Quantitative Data (110)—Reports—Research (143)—Tests/Questionnaires (160)

EDRS Price—MF01/PC09 Plus Postage.

Descriptors—\*College Freshmen, Educational Background, Higher Education, Longitudinal Studies, Majors (Students), \*National Norms, National Surveys, \*Occupational Aspiration, \*Political Attitudes, Questionnaires, Racial Integration, Sex Differences, \*Student Attitudes, \*Student Characteristics, Trend Analysis

Identifiers—\*Cooperative Institutional Research Program

National normative data for fall 1983 on the characteristics of students entering college as first-time, full-time freshmen are presented as part of the Cooperative Institutional Research Program longitudinal study of American higher education. The 1983 norms are based on a statistically adjusted sample of over 254,000 new freshmen entering 489 two- and four-year colleges and universities. Data obtained from administration of the Student Information Form are reported separately for women and men, and for 37 groupings of institutions. Findings include the following: students' high school grades showed a decline; the high schools are substantially more integrated than are residential neighborhoods; a majority of students supported busing as a means of achieving school integration; students are increasingly reluctant to become actively involved in political and social issues; more students are taking computer-assisted courses; student interest in pursuing business careers increased slightly; and the most affluent students enrolled in selective private universities. Information is included on student political and social attitudes. Appendices include: information on the research methodology, a questionnaire, region categories, a list of participating institutions, and narrative and statistical study findings. (SW)

ED 239 543 HE 016 965

Wilson, Dawn K. And Others  
Instructor's Competency Rating as a Function of Academic Status and Classroom Distraction.

Pub Date—Apr 83

Note—17p.; Paper presented at the Annual Meeting of the Western Psychological Association (San Francisco, CA, April 27-30, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Academic Rank (Professional), \*Classroom Environment, College Faculty, Higher Education, \*Noise (Sound), \*Student Attitudes, \*Student Evaluation of Teacher Performance

The effect of distraction and instructor academic status on competency ratings of instructors was studied. It was hypothesized that (1) the higher the academic status of the instructor, the higher the competency rating and (2) the more the distraction, the lower the competency rating. The 56 undergraduate student subjects were assigned to experimental conditions whereby they were told the instructor's academic status or they were exposed to distractions. Two confederates posed as subjects and carried on a conversation every 2 minutes. During the presentation, the instructor ignored the distraction. Students rated the instructor on a six-point Likert-type scale after the presentation. Both hypotheses were supported; however, an interaction effect indicated that the graduate instructor was rated as

more competent than the undergraduate instructor only when a distraction was present. It is concluded that the higher the academic status of an instructor, the less the instructor needs to be concerned about being judged as incompetent. Since status was only significant in the distraction condition, it appears that a lower-status instructor has to place high priority on controlling distraction in order to be thought competent. (Author/SW)

ED 239 544 HE 016 968

Whittington, Nil  
State Level Review of Doctoral Programs in Texas.

Pub Date—17 Nov 83

Note—11p.; Paper presented at the Annual Meeting of the Junior College Student Personnel Association of Texas (Austin, TX, November 17, 1983).

Pub Type—Reports—Evaluative (142)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Counselor Training, \*Doctoral Programs, \*Educational Psychology, Educational Quality, Higher Education, \*Institutional Evaluation, \*Program Evaluation, State Action, \*State Colleges, State Standards, Student Personnel Services

Identifiers—\*Texas

Review of doctoral degree programs in Texas public colleges and universities is discussed. Attention is directed to review procedures and strengths and weaknesses in the state's doctoral programs in educational psychology, counseling and guidance, and student personnel services. Doctoral programs were reviewed because of their high cost and a perceived oversupply and underemployment of doctoral graduates. Consultants responsible for the review examined institutional self-studies and made site visits before judging the quality of faculty, students, facilities, equipment, library, program administration and management, and central administrative support. The committee report on programs in educational psychology, counseling and guidance, and student personnel services noted that candidates for practitioner degrees heavily outnumbered those for the scientist degree. Facilities, space, and equipment for all programs were considered adequate to superior. Weaknesses included the large number of required courses statewide, the limited amount of research and publication in a number of programs, and narrow faculty specialization. Conclusions based on reviews of 19 programs are provided. (SW)

ED 239 545 HE 016 969

Borne, Patricia, Comp. And Others  
"The Mind of the University": A Pilot Course.

Northern Kentucky Univ., Highland Heights.

Pub Date—83

Note—88p.; Prepared at the College of Arts and Sciences.

Pub Type—Reports—Descriptive (141)—Guides—Classroom—Teacher (052)—Collected Works—General (020)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—\*College Environment, Course Content, Course Objectives, Higher Education, \*Humanities, Language Role, Reading Skills, Student Adjustment, \*Student College Relationship, \*Student Development, Symbolism, Values, Writing Skills

Identifiers—\*Northern Kentucky University

Information on a Northern Kentucky University course entitled "The Mind of the University" is presented in several articles. After Darryl Poole briefly discusses the origins of the course, H. L. Wallace describes the background of the project, course themes, class materials, and testing/grading. The objective of the course is defined as follows: to introduce students to the various levels of university life and to promote student development. It is noted that the 25-session course involves students in content and reading/writing sections. Example outlines and course descriptions are provided by H. L. Wallace, Judy Taylor, and Patricia Borne. The following themes are identified: memberships in groups and institutions, relationship with nature and a sense of time, commonly held beliefs and values, activities of production and consumption, and the use of symbols. A course syllabus and reading lists on the following topics are included: language as symbol; language of art; values; and the languages of nature, psychology, philosophy, history, and computers. Learning objectives of the reading/writing skill development component of the course are outlined by Marge Peterson. The following article by Paul G. Ellis is also included: "The Culture, the Self,

and the University: A Course in Writing." (SW)

ED 239 546 HE 016 970

Sigons of Trouble and Erosion: A Report on Graduate Education in America. [Final Report.] National Commission on Student Financial Assistance, Washington, DC.

Pub Date—1 Dec 83

Note—87p.; For related documents, see ED 228 926-958, ED 228 969-975, ED 234 730-734.

Available from—Graduate Education Report, Office of External Affairs, New York University, 25 West Fourth St., Room 506, New York, NY 10012.

Pub Type—Reports—Evaluative (142)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—Access to Education, \*Federal Aid, \*Females, Financial Needs, \*Financial Problems, \*Graduate Students, Graduate Study, Higher Education, \*Minority Groups, Retrenchment, \*Student Financial Aid

A report on U.S. graduate education that focuses on issues of financing arts and sciences programs is presented by the Graduate Education Subcommittee of the National Commission on Student Financial Assistance, chaired by John Brademas. Study objectives were to determine: adequacy of sources and levels of support for graduate students; financial constraints to graduate school attendance by talented students; growing levels of indebtedness of graduates, and underrepresentation of disadvantaged groups in various fields of graduate study. The need for new or modified federal aid programs for graduate students, especially in the humanities and social sciences, was addressed. After reviewing the importance of graduate education and research, the following problems are considered: maintaining a high quality faculty; the loss of talented students; and inadequate equipment and library collections. Reasons for the erosion in the graduate enterprise are addressed, including demographic shifts, the academic market, federal support, and cost problems. An agenda for federal action and 10 recommendations are suggested. Appendices include: a list of witnesses offering testimony, information on issues relating to graduate student finance, discussions of the participation of minority groups and female students, and a three-page bibliography. (SW)

ED 239 547 HE 016 971

Murphy, Peter J.  
Preparing for the Future: A New Professional Development Programme for Adult Educators.

Pub Date—83

Note—12p.; Paper presented at the Joint Conference of the Northwest Adult Education Association and Alaska Adult Education Association (Anchorage, AK, May 1983).

Pub Type—Reports—Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Administrator Qualifications, \*Adult Education, Cooperative Programs, Educational Administration, Experiential Learning, Foreign Countries, Higher Education, Internship Programs, \*Leadership Training, \*Management Development, Organizational Climate, \*Political Influences, \*Professional Continuing Education, Professional Development

Identifiers—\*University of Victoria (British Columbia)

An experimental cooperative graduate program for practicing educational administrators, offered by the University of Victoria, British Columbia, provides adult educators with opportunities for relating theory, practice, and research to resolve practical administrative problems. A candidate must be approved as an intern by an educational agency. The 14-month program consists of three components: academic, research, and internship. While completing courses on organizational theory, governance, personnel management, philosophy of administration and educational planning, associates are required to attend a series of professional seminars and professional luncheons. Associates become familiar with the sociopolitical culture of organizations and observe political interest groups interacting. To be awarded a masters degree, associates are required to defend their research reports in an oral examination. The professional training program is designed to develop adult educators who are knowledgeable of organizations, politically astute, skillful in interpersonal relations, and able to manage change. (SW)

ED 239 548 HE 016 972



Haughey, Margaret L. Murphy, Peter J.  
The Continuing Professional Education Interactive  
Satellite Interface.

Pub Date—83

Note—11p; Paper presented at the Joint Conference of the Northwest Adult Education Association and Alaska Education Association (Anchorage, AK, May 1983).

Pub Type—Reports - Descriptive (141) —

Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, \*Communication Satellites, \*Distance Education, \*Extension Education, Foreign Countries, Higher Education, \*Professional Continuing Education

Identifiers—\*University of Victoria (British Columbia)

Continuing professional education activities offered off-campus by satellite by the University of Victoria, British Columbia, are discussed. One- to three-day workshops and off-campus degree programs are offered throughout the province by the university. Both increased demand and economic factors have encouraged the use of distance education delivery methods. Since 1978 the university has provided live interactive satellite programming, most of which has been credit courses, along with some professional development activities and community education programs. Credit course offerings have been a major component of part-time degree programs in nursing, public administration, and education. Child care and social work programs have used other distance delivery systems. Advantages and problems associated with public access delivery systems for continuing professional education are identified, along with trends in continuing professional education. Enrollment in credit courses has continued to increase and the demand for courses is starting to exceed the satellite time available. As a result, delivery options are being enlarged. (SW)

ED 239 549 HE 016 973

Soviet-Eastern European Research and Training Act of 1983. Hearing Before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources, United States Senate, Ninety-Eighth Congress, First Session on S. 873.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

Pub Date—27 Jul 83

Note—70p; Not available in paper copy due to small print.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Area Studies, College Second Language Programs, Experiential Learning, Federal Aid, \*Federal Legislation, Fellowships, Hearings, Higher Education, International Studies, \*Research Projects, \*Russian, Specialization, \*Study Abroad

Identifiers—\*Europe (East), \*Soviet Research, Soviet Studies, USSR

Hearings on a bill to establish a Soviet and Eastern-European research training fund are presented. The Senate bill, the Soviet-East European Research and Training Act of 1983, identifies priorities in Soviet and East European studies and seeks to develop American resources and strength in these areas. It provides fellowships for training and research in the Soviet Union: first-hand experience of the Soviet Union, onsite conduct of advanced training, and access for American specialists to research institutions, archives, documents, personnel, and other research and training sources located in the Soviet Union. Russian language training is identified as an important prerequisite to these activities. Topics of consideration include: the U.S. government's role in supporting Russian and East European studies, the role of Title VI of the Higher Education Act, the management aspects of the proposed legislation, and the establishment of an endowment as a funding mechanism for the training fund. (SW)

ED 239 550 HE 016 974

Gaylord, Thomas A.

University of Alaska 1983 Salary Equity Study:

The Analytical Process.

Alaska State Dept. of Education. Statewide Office of Budget Development.

Pub Date—Aug 83

Note—72p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Comparative Analysis, \*Employment Practices, \*Equal Opportunities (Jobs), Higher Education, Institutional Research, \*Personnel Policy, \*Racial Differences, \*Research Methodology, \*Salaries, School Personnel, \*Sex Differences, State Universities, Statistical Analysis

Identifiers—\*University of Alaska

Results of a study of the equity of salaries of University of Alaska full-time, nonbargaining-unit employees are presented. The following questions were investigated: (1) whether salary differences exist between sexes and races, and (2) which individuals should be considered for salary equity committee review. After introducing salary equity studies in higher education and benchmark lawsuits, analytical approaches used in salary equity studies are explained. The first phase of the study is categorized into four steps: setting the data parameters, data verification testing, data validity testing, and data testing from preliminary regressions. The employees were aggregated into the seven equal employment opportunity (EEO) job categories, with some modifications. Specific attention is directed to the research methodology, including testing of scenarios, the flagging criterion, and the use of salary ranges for grouping employees by job requirement and skill. Statistical summaries of the results are presented for each of the seven EEO job categories. It was found that significant differences existed between sexes and races for all EEO categories, except for technical staff. Suggestions for future research are included. (SW)

ED 239 551 HE 016 975

Gaylord, Thomas A.

An Approach to Quantitative Fiscal Planning.

Phase I Report.

Alaska State Dept. of Education. Statewide Office of Budget Development.

Pub Date—Nov 83

Note—66p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*College Planning, \*Educational Finance, \*Financial Support, Higher Education, \*Income, Models, \*Predictive Measurement, Research Methodology, Resource Allocation, State Universities

Identifiers—\*Time Series Analysis, \*University of Alaska

The development of time-series revenue projections for University of Alaska Budget Request Units (BRUs) is described. Fiscal planning modes in higher education are reviewed, along with the attributes of judgmental, time-series, and causal forecasting techniques. The following six submodels comprise the necessary dimensions of the comprehensive fiscal planning model: revenues, expenditures, programs, facilities, local needs, and environmental constraints (political, legal, economic, and human resource requirements). Attention is focused on the first phase of this quantitative fiscal planning research project: the time-series analysis of only revenue submodel components. Phase one also involved outlining a general procedure to derive nongeneral fund revenue submodel components for the University of Alaska system, and developing time-series funding years 1984 and 1985 nongeneral fund revenue component projects at the BRU level. Comparative data on original and projected revenues are analyzed. Conclusions include the following: objective methods are more accurate than subjective methods, causal methods are more accurate than naive methods, and the superiority of objective and causal methods increases as the forecast horizon increases. (SW)

ED 239 552 HE 016 976

Historically Black Colleges and Universities Fact

Book. Volume I, Junior & Community Colleges.

Macro Systems, Inc., Silver Spring, Md.

Spons Agency—Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, DC. Office of Evaluation and Technical Analysis.

Pub Date—Jan 83

Contract—100-81-0028

Note—606p; For Volumes II and III, see HE 016 977-978. Prepared under the auspices of the Division of Black American Affairs.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF03/PC25 Plus Postage.

Descriptors—\*Black Colleges, College Faculty, College Programs, \*Community Colleges, Coop-

erative Programs, \*Educational Facilities, Educational History, \*Institutional Characteristics, Postsecondary Education, \*Research Projects, School Community Relationship, \*Two Year Colleges

Fact sheets on 15 historically black community and junior colleges are presented. Information included on the individual fact sheets is summarized on a matrix that covers the institution's geographic orientation, type/size, educational orientation, learning resources, other facilities, training/workshop experience, collaborative arrangements, and future programs and research interests. A second matrix summarizes each institution's research and evaluation experience and capability. Information is included on grant/proposal writing responsibility, subject/program area expertise, types of evaluations conducted, and abstracts submitted. The detailed individual institutional descriptions provide information on the college's history and mission; curricular offerings and degrees conferred; the number and type of faculty in each division; institutional support facilities (e.g., library, audiovisual center, computer center); other facilities and equipment; conference and meeting rooms; resources used to support the colleges' involvement in community affairs and in the delivery of social and health services; the college's experience in developing training materials and conducting training sessions; the college's research and evaluation experience; linkages with educational institutions and/or with private industry; and future directions. (SW)

ED 239 553 HE 016 977

Historically Black Colleges and Universities Fact

Book. Volume II, Private Colleges/Graduate

Schools.

Macro Systems, Inc., Silver Spring, Md.

Spons Agency—Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, DC. Office of Evaluation and Technical Analysis.

Pub Date—Jan 83

Contract—100-81-0028

Note—1,348p; For Volumes I and III, see HE 016 976 and HE 016 978.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF11/PC54 Plus Postage.

Descriptors—\*Black Colleges, College Faculty, \*College Programs, Cooperative Programs, \*Educational Facilities, \*Educational History, \*Graduate Study, Higher Education, \*Institutional Characteristics, \*Private Colleges, Research Projects, School Community Relationship

Fact sheets on 29 historically black private colleges and graduate schools are presented. Information included on the individual fact sheets is summarized on a matrix that covers the institution's geographic orientation, type/size, educational orientation, learning resources, other facilities, training/workshop experience, collaborative arrangements, and future programs and research interests. A second matrix summarizes each institution's research and evaluation experience and capability. Information is included on grant/proposal writing responsibility, subject/program area expertise, types of evaluations conducted, and abstracts submitted. The detailed individual institutional descriptions provide information on the college's history and mission; curricular offerings and degrees conferred; the number and type of faculty in each division; institutional support facilities (e.g., library, audiovisual center, computer center); other facilities and equipment; conference and meeting rooms; resources used to support the colleges' involvement in community affairs and in the delivery of social and health services; the college's experience in developing training materials and conducting training sessions; the college's research and evaluation experience; linkages with educational institutions and/or with private industry; and future directions. (SW)

ED 239 554 HE 016 978

Historically Black Colleges and Universities Fact

Book. Volume III, Public Colleges/Graduate

Schools.

Macro Systems, Inc., Silver Spring, Md.

Spons Agency—Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, DC. Office of Evaluation and Technical Analysis.

Pub Date—Jan 83

Contract—100-81-0028

Note—1,165p; For Volumes I and II, see HE 016 976-977.

**Pub Type—Reports - Descriptive (141)****EDRS Price - MF09/PC47 Plus Postage.**

Descriptors—\*Black Colleges, College Faculty, College Programs, Cooperative Programs, \*Educational Facilities, Educational History, \*Graduate Study, Higher Education, \*Institutional Characteristics, \*Research Projects, School Community Relationship, \*State Colleges, State Universities

Fact sheets on 25 historically black state colleges and graduate schools are presented. Information included on the individual fact sheets is summarized on a matrix that covers the institution's geographic orientation, type/size, educational orientation, learning resources, other facilities, training/workshop experience, collaborative arrangements, and future programs and research interests. A second matrix summarizes each institution's research and evaluation experience and capability. Information is included on grant/proposal writing responsibility, subject/program area expertise, types of evaluations conducted, and abstracts submitted. The detailed individual institutional descriptions provide information on the college's history and mission; curricular offerings and degrees conferred; the number and type of faculty in each division; institutional support facilities (e.g., library, audiovisual center, computer center); other facilities and equipment; conference and meeting rooms; resources used to support the college's involvement in community affairs and in the delivery of social and health services; the college's experience in developing training materials and conducting training sessions; the college's research and evaluation experience; linkages with educational institutions and/or with private industry; and future directions. (SW)

**ED 239 555****HE 016 979**

Byrd-Johnson, Linda. Comp. Smith, Carol J. Comp.

**Higher Education Opportunities for Minorities and Women. Annotated Selections, 1983 Edition.** Office of Postsecondary Education (ED), Washington, DC.

Pub Date—83

Note—70p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Reference Materials - Directories/Catalogs (132)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Access to Education, American Indians, Annotated Bibliographies, \*College Programs, \*Educational Opportunities, Fellowships, \*Females, Higher Education, Majors (Students), Military Training, \*Minority Groups, Scholarships, Specialization, \*Student Financial Aid, Student Loan Programs

Information on opportunities for minorities and women who wish to pursue higher education and career goals is provided in this annotated directory, which contains approximately 175 listings. The resource materials cover information on how and where to seek assistance to pursue higher education, including information on loans, scholarships, and fellowships. Opportunities in the following fields of study are covered: architecture, arts and sciences, business administration and management, education, engineering and science, health and medicine, international study, journalism, law, political science and public administration, psychology, sociology/social work, speech-language pathology and audiology, and theology. Separate sections of the publication also cover opportunities with the U.S. military, opportunities exclusively for women, opportunities for American Indians, and other selected opportunities. Information is also provided on sources and costs of publications. (SW)

**ED 239 556****HE 016 980**

Mentkowski, Marcia Doherty, Austin

**Careering after College: Establishing the Validity of Abilities Learned in College for Later Career and Professional Performance. Final Report: Overview and Summary.**

Alverno Coll., Milwaukee, Wis.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—May 83

Grant—NIE-G-77-0058

Note—171p.; For related documents, see HE 016 981-990.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors—Academic Ability, Alumni, Cognitive

Style, College Curriculum, College Graduates, Educational Benefits, \*Education Work Relationship, Higher Education, Learning Experience, Liberal Arts, \*Outcomes of Education, \*Research Methodology, Student Attitudes, \*Student Development, \*Student Evaluation, \*Validity

Identifiers—\*Alverno College WI

A series of studies that investigated the validity of abilities learned in college for later career and professional work are summarized. After describing the rationale for validating outcome-centered higher education curricula, the following types of measures for program evaluation and outcome validation are discussed: performance measures of general abilities, cognitive-developmental measures based on developmental theory, learning style measures based on experiential learning theory, and students' views on the outcomes of college. Attention is also directed to the framework of research at Alverno College, including: the types of student abilities, outcome definitions, performance evaluation, student and alumnae outcomes, and validity assumptions. The research methodology is described with attention to the sample, the validation model, longitudinal and cross-sectional approaches, the input of students and faculty/professionals, and the research instruments. Additional attention is focused on outcomes of the college experience and the relationship of outcomes to the world of work. Major study findings are summarized, and dissemination of the results is discussed. Abstracts of the 10 research reports in this series are appended. (SW)

**ED 239 557****HE 016 981**

Friedman, Miriam And Others

**Validating Assessment Techniques in an Outcome-Centered Liberal Arts Curriculum: Valuing and Communications Generic Instruments. Final Report, Research Report Number One.**

Alverno Coll., Milwaukee, Wis.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—80

Grant—NIE-G-77-0058

Note—62p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 1980). For related documents, see HE 016 980-990.

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—College Curriculum, College Students, Communication Skills, Competence, \*Competency Based Education, Evaluation Methods, Higher Education, \*Language Skills, \*Liberal Arts, Moral Values, Outcomes of Education, \*Research Methodology, \*Student Evaluation, Test Validity, \*Value Judgment

Identifiers—\*Alverno College WI

The methodology for validating assessment techniques in a performance-based liberal arts curriculum was studied at Alverno College. Two generic instruments for assessing the competencies of "communications" and "valuing" were employed. A generic instrument is defined as one that assesses a competence level across content areas instead of using a large variety of instruments. The assessment system at the college requires students to demonstrate incremental gains while progressing through six sequential levels in each competency area. Twenty students were assessed with the generic communications instrument after 2 years of college; another 20 were assessed upon college entrance. Attention was focused on abilities in speaking, writing, listening, and reading, as well as self-assessments of performance in each mode. Eleven students were assessed with the generic valuing instrument after 2 years of college, while 20 were assessed upon college entrance. Value and moral judgments and decision-making were evaluated using written, oral, and group decision-making modes. Attention was focused on the validity of the assessment technique, along with the validity of the definition of competence. (SW)

**ED 239 558****HE 016 982**

Friedman, Miriam And Others

**Validating Assessment Techniques in an Outcome-Centered Liberal Arts Curriculum: Social Interaction Generic Instrument. Final Report, Research Report Number Two.**

Alverno Coll., Milwaukee, Wis.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—82

Grant—NIE-G-77-0058

Note—91p.; For related documents, see HE 016 980-990.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—College Curriculum, College Students, Competence, \*Competency Based Education, Evaluation Methods, Higher Education, \*Interpersonal Competence, Leadership, \*Liberal Arts, Outcomes of Education, \*Research Methodology, \*Social Behavior, \*Student Evaluation, Test Validity

Identifiers—\*Alverno College WI

The methodology for validating assessment techniques in a performance-based liberal arts curriculum was studied at Alverno College. Methods for validating a generic competence instrument that measures "social interaction" were investigated. A generic instrument is defined as one that assesses a competence level across content areas instead of using a large variety of instruments. The assessment system at the college requires students to demonstrate incremental gains while progressing through sequential levels in each competency area. A comparison was undertaken of the performance of 69 students on entrance to college with that of 32 students who had 2 years of college instruction on each of the social interaction dimensions (preparation, demonstration, self-assessment, and leadership). Including students with a broad range of age and formal learning experience led to an effective strategy for identifying those social interaction behaviors that validate the construct. The analysis indicated that the study of assessment techniques should not be limited to univariate methods. Attention is directed to instructional validity, construct validity, instrument criteria validity, and a leadership dimension (the relationship between leadership and type of program, age, and other college experience). (SW)

**ED 239 559****HE 016 983**

Mentkowski, Marcia Doherty, Austin

**Validating Assessment Techniques in an Outcome-Centered Liberal Arts Curriculum: Insights from the Evaluation and Revision Process.**

Final Report, Research Report Number Three.

Alverno Coll., Milwaukee, Wis.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—80

Grant—NIE-G-77-0058

Note—11p.; For related documents, see HE 016 980-990.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—College Curriculum, College Students, Competence, \*Competency Based Education, \*Evaluation Criteria, Evaluation Methods, Higher Education, Interrater Reliability, \*Liberal Arts, Outcomes of Education, \*Research Methodology, \*Student Evaluation, Teacher Made Tests, \*Test Validity

Identifiers—\*Alverno College WI

Perspectives concerning the validation of faculty-developed instruments for the assessment of student performance at Alverno College are presented. Sixteen instruments were identified by departments for the validation studies. Three validation strategies were found to work best. One was a pre- and post-instruction comparison that determined if changes in student performance can be attributed to the effects of instruction. A second strategy was criteria evaluation, which involved the clarification, revision, and refinement of criteria based on an analysis of student performance. A third approach was the interrater reliability of assessor judgments, which enabled a test of reliability as well as the development of instrument criteria. Criteria evaluation appeared to be most helpful when the instrument was being evaluated and revised. Pre- and post-instruction comparisons were used most effectively after faculty had judged the instrument as meeting most other instrument design guidelines. Interrater reliability studies were most useful when they were conducted currently with criteria evaluation. The validation studies showed that direct involvement of faculty in analyzing student performance data and probing validity questions generated a broad scope of validity issues. (Author/SW)

**ED 239 560****HE 016 984**

Mentkowski, Marcia Doherty, Austin

**Validating Assessment Techniques in an Outcome-Centered Liberal Arts Curriculum: Integrated Competence Seminar. Final Report,**

**Research Report Number Four.**  
Alverno Coll., Milwaukee, Wis.  
Spons Agency—National Inst. of Education (ED),  
Washington, DC.  
Pub Date—82  
Grant—NIE-G-77-0058  
Note—69p.; For related documents, see HE 016  
980-990.

Pub Type—Reports - Research (143)  
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—College Curriculum, \*Competency  
Based Education, Evaluation Methods, Group  
Discussion, Higher Education, Liberal Arts, Out-  
comes of Education, \*Problem Solving, \*Re-  
search Methodology, \*Seminars, Speech Skills,  
\*Student Evaluation, \*Validity  
Identifiers—\*Alverno College WI

The Integrated Competence Seminar (ICS), An  
Alverno College assessment technique used in the  
outcome-centered liberal arts curriculum, is dis-  
cussed. The ICS technique allows students to de-  
monstrate integration and transfer of learning in three  
situations: oral presentation, group discussion, and  
the In-Basket exercise (decision-making problems).  
Assessors observe and evaluate performance crite-  
ria, and provide students with feedback. In the  
1970s, the In-Basket exercise was the most difficult  
and the most valid in terms of correlation with mea-  
sures of students' cognitive development and other  
generic ability. Oral presentation showed mixed re-  
sults, and the group discussion correlated with other  
measures in opposite to the expected directions.  
When age, background, and college program were  
controlled, there were no significant relationships  
between the three ICS tasks and other college per-  
formance measures. Generally, it was found that the  
In-Basket exercise most accurately measured abili-  
ties of analysis and problem-solving. The results  
point to the importance of nontraditional assess-  
ment techniques, such as In-Basket, and to revision  
of the measure with attention to the links between  
group discussion criteria and the social interaction  
ability it represents. (Author/SW)

ED 239 561 HE 016 985

**Validating Assessment Techniques in an Out-  
come-Centered Liberal Arts Curriculum: Six  
Performance Characteristics Rating. Final Re-  
port, Research Report Number Five.**  
Alverno Coll., Milwaukee, Wis.  
Spons Agency—National Inst. of Education (ED),  
Washington, DC.

Pub Date—83  
Grant—NIE-G-77-0058  
Note—78p.; For related documents, see HE 016  
980-990.

Pub Type—Reports - Research (143)  
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—College Curriculum, College Stu-  
dents, \*Competency Based Education, Creativity,  
Evaluation Methods, Higher Education, Individ-  
ual Development, Liberal Arts, Longitudinal  
Studies, Maturity (Individuals), Outcomes of Edu-  
cation, \*Research Methodology, Self Evaluation  
(Individuals), \*Student Characteristics, \*Student  
Development, \*Student Evaluation, Student Moti-  
vation, \*Validity  
Identifiers—\*Alverno College WI

The Six Performance Characteristics rating, An  
Alverno College assessment technique used in the  
outcome-centered liberal arts curriculum, is dis-  
cussed. The technique provides a means for faculty  
to judge students in a systematic way over time on  
performance characteristics that apply to their  
development across disciplines and across compe-  
tence areas. The six characteristics were integration,  
independence, creativity, self-awareness, commit-  
ment, and habituality. Ratings on the performance  
characteristics were conducted on all classes during  
1979-1982 as part of a program validation. Based on  
a longitudinal study sample of two consecutive en-  
tering classes, a single factor was found to account  
for 90 percent of the variance in ratings on each  
characteristic on three occasions. Using the single  
factor, it was found that students were rated at sig-  
nificantly higher levels over time, corroborating the  
cross-sectional evidence for the developmental  
character of the procedure. Relationships between  
the Six Performance Characteristics factor and the  
measures of human potential revealed that the fac-  
ulty were making judgments based on a general di-  
mension associated with several external criterion  
measures of intellectual, ego, and moral develop-  
ment. (Author/SW)

ED 239 562 HE 016 986

**Menkowski, Marcia Strait, Michael J.**  
A Longitudinal Study of Student Change in Cognitive  
Development and Generic Abilities in an  
Outcome-Centered Liberal Arts Curriculum. Final  
Report, Research Report Number Six.

Alverno Coll., Milwaukee, Wis.  
Spons Agency—National Inst. of Education (ED),  
Washington, DC.

Pub Date—83  
Grant—NIE-G-77-0058  
Note—394p.; For related documents, see HE 016  
980-990.

Pub Type—Reports - Research (143)  
EDRS Price - MF01/PC16 Plus Postage.

Descriptors—\*Cognitive Development, Cognitive  
Style, College Curriculum, College Students,  
\*Competency Based Education, Higher Educa-  
tion, \*Liberal Arts, Longitudinal Studies, Matu-  
rity (Individuals), \*Outcomes of Education,  
Student Characteristics, \*Student Development,  
\*Student Evaluation  
Identifiers—\*Alverno College WI

The question of whether students change in broad  
abilities indicative of human potential for cog-  
nitive-development, learning styles, and other generic  
abilities was studied at Alverno College. An addi-  
tional study objective was to determine whether  
such change can be attributed to performance in a  
performance-based curriculum, rather than age,  
background factors, and program characteristics.  
Over 750 students participated in the longitudinal  
and cross-sectional studies by completing a battery  
of 12 instruments with developmental characteris-  
tics, and which employed both recognition and pro-  
duction tasks. The instruments were drawn from  
cognitive-developmental theory, experiential learn-  
ing theory, and competence assessment. Cog-  
nitive-developmental and learning style measures  
were better indicators of change than were the ge-  
neric ability measures, and recognition measures  
showed more change than did the production mea-  
sures. The effects of the learning process on student  
change were more evident during the last 2 years of  
college. Students demonstrated intellectual ability  
and socioemotional maturity at entrance to college,  
and these abilities were integrated by graduation.  
The findings indicate that change is measurable, and  
that broad outcomes of college can be specified and  
assessed. (Author/SW)

ED 239 563 HE 016 987

**Much, Nancy Menkowski, Marcia**  
Student Perspectives on Liberal Learning at Al-  
verno College: Justifying Learning as Relevant to  
Performance in Personal and Professional Roles.  
Final Report, Research Report Number Seven.

Alverno Coll., Milwaukee, Wis.  
Spons Agency—National Inst. of Education (ED),  
Washington, DC.

Pub Date—82  
Grant—NIE-G-77-0058  
Note—89p.; For related documents, see HE 016  
980-990.

Pub Type—Reports - Research (143) — Tests/  
Questionnaires (160)  
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—College Curriculum, Competence,  
\*Competency Based Education, \*Education  
Work Relationship, Higher Education, Individual  
Development, \*Liberal Arts, \*Outcomes of Edu-  
cation, Relevance (Education), \*Student Atti-  
tudes, Student Development, \*Student  
Evaluation  
Identifiers—\*Alverno College WI

Student perspectives on learning was investigated  
at Alverno College. Attention was directed to how  
students understand and justify learning outcomes,  
and how they understand liberal learning as relevant  
to performance in personal and professional roles.  
The competency-based curriculum at Alverno Col-  
lege defines competencies as developmental, ge-  
neric, and holistic. Interviews with 13  
traditional-age students at the end of their junior  
year were supported by 100 interviews with 37  
women students interviewed at the end of each col-  
lege year. Two patterns consistent with curricular  
emphasis and student orientation appeared: stu-  
dents expressed a career-centered rationale for col-  
lege education and they emphasized the value of  
learning how to perform. This link between learning  
and performing allows for the transfer of learning to  
multiple situations and contexts, and establishes  
students' confidence in their abilities to perform af-  
ter college. Information is provided on student con-

structions of competence; understanding compe-  
tence as categories, skills, and processes; un-  
derstanding competence as theory of action; and  
understanding competencies as theory for perform-  
ing in relation to context. Interview questions are  
appended. (SW)

ED 239 564 HE 016 988

**Menkowski, Marcia And Others**  
Career after College: Perspectives on Lifelong  
Learning and Career Development. Final Re-  
port, Research Report Number Eight.

Alverno Coll., Milwaukee, Wis.  
Spons Agency—National Inst. of Education (ED),  
Washington, DC.

Pub Date—83  
Grant—NIE-G-77-0058  
Note—131p.; For related documents, see HE 016  
980-990.

Pub Type—Reports - Research (143) — Tests/  
Questionnaires (160)  
EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Alumni, College Curriculum, \*Col-  
lege Graduates, College Seniors, \*Education  
Work Relationship, Experiential Learning, Fol-  
lowup Studies, Graduate Surveys, Higher Educa-  
tion, Individual Development, Job Satisfaction,  
\*Learning Experience, Lifelong Learning, Pro-  
fessional Development, Questionnaires, \*Student  
Attitudes, Student Development, \*Work Atti-  
tudes  
Identifiers—\*Alverno College WI

Alumnae of Alverno College were studied to de-  
termine how they were learning to learn at work,  
how they describe lifelong learning, and what fac-  
tors promote transfer of learning to professional per-  
formance and career after college. Interviews  
were conducted with 32 alumnae, and question-  
naires were administered to 56 alumnae and 63 se-  
niors. Interview analysis indicated that continuation  
of learning was a positive value, was part of develop-  
ing competence in the job role, and was valued as  
intrinsically rewarding. Complex abilities especially  
important for new job roles were interpersonal abili-  
ties learned in college. Reasoning abilities such as  
analysis, problem-solving, decision-making, plan-  
ning, and organization also transferred to work.  
Most respondents viewed work through some con-  
cept of career, looking beyond the present job to  
a professional future. The cross-sectional question-  
naire results revealed that seniors expect to work  
after college; 96 percent of alumnae sought work, 92  
percent succeeded, and 89 percent found work di-  
rectly related to their college major. Alumnae attrib-  
uted more importance to educational goals than did  
graduating seniors. Older alumnae viewed analysis  
and self-directed learning as more important than  
did other groups. The study instruments are ap-  
pended. (Author/SW)

ED 239 565 HE 016 989

**Menkowski, Marcia And Others**  
Developing a Professional Competence Model for  
Nursing Education. Final Report, Research Re-  
port Number Nine.

Alverno Coll., Milwaukee, Wis.  
Spons Agency—National Inst. of Education (ED),  
Washington, DC.

Pub Date—80  
Grant—NIE-G-77-0058  
Note—84p.; Paper presented at the Annual Meet-  
ing of the American Educational Research Associa-  
tion (Boston, MA, April 1980). For related  
documents, see HE 016 980-990.

Pub Type—Reports - Research (143) — Speeches/  
Meeting Papers (150)  
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—College Curriculum, \*Competence,  
\*Competency Based Education, Educational Ob-  
jectives, Higher Education, \*Job Performance,  
Models, \*Nurses, \*Nursing Education, Perfor-  
mance Factors, Personnel Evaluation, \*Work Atti-  
tudes  
Identifiers—\*Alverno College WI

A generic competence model for effective nursing  
performance was developed and compared with  
nurses' perceptions of job elements that discrimi-  
nate outstanding nursing performance and that are  
critical in the selection and education of nurses. The  
model is to be used to validate the nursing faculty's  
existing competence model for nursing education at  
Alverno College's 4-year program. The model will  
also provide descriptions of effective nursing per-  
formance to enable further development of learning  
objectives and experiences. Finally, the model will  
provide additional criteria for assessing student



nursing performance. Interviews were conducted with nurses from agencies in different settings: acute care, long-term care, and community health. A nomination questionnaire elicited lists of nurses considered to be outstanding. The nurses were administered a behavioral event interview to determine what they did and how they felt about work situations in which they felt effective or ineffective. Background information on the respondents was also obtained, and a job element inventory provided ratings of behaviors that are perceived as important to outstanding nursing performance. The study resulted in descriptions of nine generic abilities, which are appended. Also attached is "A Generic Competence Model for Effective Nursing Performance: A Cod-book." (SW)

ED 239 566 HE 016 990

Menikowski, Marcia. And Others

Developing a Professional Competence Model for Management Education. Final Report, Research Report Number Ten.

Alverno Coll., Milwaukee, Wis.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—82

Grant—NIE-G-77-0058

Note—325p. For related documents, see HE 016 980-989.

Pub Type—Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Administrators, \*Business Administration Education, College Curriculum, \*Competence, Competency Based Education, Educational Objectives, \*Females, Higher Education, \*Job Performance, \*Management Development, \*Models, Occupational Surveys, Performance Factors, Personnel Evaluation, Research Methodology, Work Attitudes

Identifiers—Alverno College WI

Abilities or competencies that ensure effective managerial performance were studied, and a model of effective managerial performance was developed. Performance, perceptions, and career and professional development of 103 women managers and executives from 53 Milwaukee private corporations were described using a recently developed performance measurement system. In addition to the competence model, over 500 behavioral examples that can be used in instruction and assessment were obtained. Women managers were found to demonstrate intellectual and entrepreneurial abilities to the same degree as they showed interpersonal abilities. Based on factor, cluster, and path analyses, it was determined that competencies are largely independent of each other but some are learned in sequence. For example, a manager's ability to initiate rests on intellectual skills. It is concluded that education should include learning to integrate abilities, to test them in a range of work situations, and to critically appraise one's performance. In addition, it is suggested that there are broad competencies that will generalize across situations and contexts. Information is included on the study methodology and the research instruments, which are appended. (Author/SW)

ED 239 567 HE 016 991

Sessa, Anne Dzamba, Ed.

Sisterhood Surveyed. Proceedings of the Mid-Atlantic Women's Studies Association Conference (West Chester, Pennsylvania, October 1-2, 1982).

West Chester Univ., PA.

Pub Date—83

Note—121p.

Available from—Women's Studies Office, West Chester, West Chester Univ., West Chester, PA 19383 (\$3.00).

Pub Type—Collected Works - Proceedings (021) - Opinion Papers (120)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—College Students, \*Females, \*Feminism, Higher Education, Literary History, \*Literature, \*Social History, \*Sociocultural Patterns, \*Women's Education, \*Women's Studies

Proceedings of the 1982 conference of the Mid-Atlantic Women's Studies Association are presented. Synopses of sessions include the following topics: iconography of sisterhood, patriarchy, ethnic and cultural critiques, political perspectives, and nontraditional women students. Conference papers and authors are as follows: "Friends for Half a Century: The Relationship of Charlotte Perkins Gilman and Grace Channing Stetson" (Ann J.

Lane); "Cygnets and Ducklings: George Eliot and the Problem of Female Community" (Linda Hunt); "Harmonious Sisters, Voice and Verse: Women and Fiction in Milton's Early Verse" (Janet E. Halley); "Women and the Scottish Enlightenment" (Esther L. Barazzone); "The Education of Germaine de Staël, or Rousseau Betrayed" (Madelyn Gutwirth); "Loyalty and Betrayal: Islet and Brangien in the Tristan Romances of Beroul and Thomas" (Roberta L. Kreuger); "Communities of Sisters: Utopian Fiction by U.S. Women, 1970-1980" (Carol F. Kessler); "Rosa Mayreder (1858-1938), Pioneer of Austrian Feminism" (Mary-Ann Reiss); "Feminism as a Sophisticated Concept: Good News, Bad News, and Old News" (Sylvan H. Cohen); "Feminist Issues and Feminist Attitudes: Teaching Today's Students" (Paula S. Rothenberg); and "Changes in the Way Men and Women View Themselves and Each Other" (John Gormly, Anne Gormly). (SW)

ED 239 568 HE 016 992

Lupack, Barbara T.

Early Alert: Reaching Students in Time.

Pub Date—83

Note—9p. Paper presented at the Annual Meeting of the Midwest Writing Centers Association (Columbia, MO, 1983).

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Ability, \*Academic Advising, \*Ancillary School Services, College Students, Higher Education, \*High Risk Students, \*Potential Dropouts, \*Referral, Student College Relationship, Student Needs, Student Problems

Identifiers—Wayne State College NE

A support service for students at Wayne State College is described that is coordinated by the learning center and supported by a network of referrals. The target groups are students who have been placed on academic suspension or probation, the chronically absent, and those who are having difficulty with basic writing, term paper writing, test taking, note taking, reading comprehension, and other academic skills. After a student seeks help or has been referred to the Early Alert Program, contact is made with the student's academic advisor. If the student decides not to pursue the initial appointment at the learning center, the referral is concluded; the student at least is aware of the services available. For students who pursue contact with the center, a private meeting with the center director provides the opportunity to discuss the student's expectations, academic preparation, adjustment to college, and academic difficulties. The director then makes a referral to the appropriate source of assistance for the student. Of the students contacted each semester, about 60 percent seek help through the Early Alert Program. Types of services that are appropriate for different student problems are identified. Appendices include a flow chart of the referral process and sample referral and record-keeping forms. (SW)

ED 239 569 HE 016 993

Crosson, Patricia H.

Public Service in Higher Education: Practices and Priorities. ASHE-ERIC Higher Education Research Report, 1983.

Association for the Study of Higher Education; ERIC Clearinghouse on Higher Education, Washington, DC.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—ISBN-0-913317-06-3

Pub Date—83

Contract—400-82-0011

Note—140p.

Available from—Publications Department, Association for the Study of Higher Education One Dupont Circle, Suite 630, Washington, DC 20036 (\$6.50, nonmembers; \$5.00, members).

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Activism, \*College Role, Community Colleges, Consortia, Educational History, \*Government School Relationship, \*Higher Education, Industry, Organizational Climate, Problem Solving, Research Projects, \*School Business Relationship, \*School Community Relationship, Social Action

Identifiers—Public Service

Public service in American colleges and universities is reviewed. Major controversies related to the mission of public service in higher education are

discussed by examining three metaphors commonly used to characterize the nature of colleges and universities: ivory tower, social service station, and cultural mart. Attention is also addressed to four perspectives on the question of how the public service mission is best fulfilled: through ideas of value, social criticism, social problem solving, or social activism. In addition, the ideal of public service is traced historically. State-of-the-art information concerning patterns and practices by major type of service is presented, with attention to community service by community colleges, service to urban communities, service to state and local governments, and partnerships between higher education and business and industry. Examples of the following types of partnerships are provided: research partnerships; consortia; and university, industry, and federal initiatives. The question of organizing for public service is addressed, along with organizational issues of structure, policy, reward systems, and resources. Finally, recommendations for future research are offered. A bibliography is appended. (SW)

ED 239 570 HE 016 994

Graduate Education: A National Investment in Knowledge. Proceedings of the Annual Meeting of the Council of Graduate Schools in the United States (Colorado Springs, Colorado, December 1-3, 1982).

Council of Graduate Schools in the U.S., Washington, D.C.

Pub Date—Dec 82

Note—207p.

Pub Type—Collected Works - Proceedings (021) - Opinion Papers (120)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Biomedicine, Doctoral Programs, Educational Opportunities, \*Females, \*Financial Support, Graduate Students, \*Graduate Study, Higher Education, Humanities, \*International Education, \*Liberal Arts, Masters Programs, Minority Groups, \*Professional Education, Researchers, \*Research Libraries, School Business Relationship, Teacher Education

Identifiers—United States

The national investment in graduate education is addressed in proceedings of the 1982 meeting of the Council of Graduate Schools in the United States (CGS). Proceedings of the CGS business meeting are also included. The keynote address by Howard R. Bowen, "Educational Possibilities for Our Grandchildren," is provided. Transcripts of the conference sessions are presented, including the following: "Investing in Graduate Education—Who Invests? Who Benefits?"; "Industry/University Cooperative Programs: Strengthening the Relationships"; "Opportunities for Women Graduate Students"; "The Graduate School and Teacher Preparation: What Are the Graduate Schools Doing to Improve Teacher Preparation?"; "What Appears on the Horizon for Graduate Education of Minorities?"; "International Education: What Are the Issues?"; "Professional Graduate Programs/Degrees?"; "Closing Pandora's Box: The Research Library in the Year 2000"; "An Assessment of Research Doctorate Programs in the U.S. Sponsored by the Conference Board of Associated Research Councils (Discussion of Report)"; "Master's of Liberal Arts Programs/Master's Degrees Institutions"; "Graduate Education in the Humanities: Some Options for the Future"; "Science, Technology, and the Humanities"; "Financing Graduate Education"; and "Graduate Programs in Biomedical Sciences." (SW)

ED 239 571 HE 016 995

Petry, John R. And Others

Evaluation Report on the Austin Peay State University Project: Title III, Strengthening Developing Institution Program.

Memphis State Univ., Tenn. Coll. of Education.

Pub Date—31 Dec 83

Grant—G008001142

Note—280p.

Pub Type—Reports - Evaluative (142) - Tests/Questionnaires (160)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Ancillary School Services, Business Administration Education, Career Counseling, Computer Oriented Programs, Computer Science Education, Curriculum Development, \*Developing Institutions, Developmental Studies Programs, Educational Testing, \*Federal Aid, Higher Education, \*Institutional Evaluation, Job Placement, Management Information Systems, Na-

tional Competency Tests, Program Evaluation, Remedial Programs, \*State Universities Identifiers—\*Austin Peay State University TN, \*Higher Education Act Title III

Results of an external evaluation of the Strengthening Developing Institutions Program (SDIP) at Austin Peay State University are presented. This federally-funded Title III SDIP program entailed five activities during 1980-1983: developmental studies program, administrative/operational support systems, career business and professional programs, multi-service career development, and SDIP coordination. Objectives and activities that were undertaken for each of these five program areas are identified. The following benefits of the SDIP program are also identified: it demonstrated the need for remedial training; the program helped the university develop and implement a computer system; the SDIP promoted the revision of curricular offerings, including the development of a computer science degree; the program helped improve the effectiveness of the Testing Center and the University Placement Services; and the program influenced the university to allocate permanent funding for the four program areas to be maintained after the conclusion of the SDIP grant. Appendices provide activity evaluation reports and monitoring reports for each of the original five program areas, along with evaluation data, a job placement manual, and a 1983 directory of teacher education graduates. (SW)

ED 239 572 HE 016 996

Suskie, Linda Michaels. Eckstein, Mark A.  
Student Patterns in Completing General Education Requirements.

Pub Date—[83]

Note—5p.

Pub Type—Reports - Research (143)  
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Bachelors Degrees, Core Curriculum, \*Credit Courses, \*Degree Requirements, \*General Education, Higher Education, \*History Instruction, \*Humanities, State Colleges  
Identifiers—\*Course Selection

Student choices in completing recently initiated general education distribution requirements at a public four-year college were studied in 1982. The bachelor of arts degree requirements consist of two mathematics courses, three natural science courses, three social science courses, three humanities courses, and a two-course Western heritage sequence. The bachelor of science degree requirements are identical, except that no Western heritage courses are required and the three social science courses need not include a sequence. It was found that most of the students completed distribution requirements during their freshman and sophomore years, except that only a third completed the humanities distribution requirements by the junior year. Over 40 percent of those completing the social sciences sequence took two courses in psychology and over half of those completing the humanities sequence took two courses in U.S. history. It appeared that nearly 90 percent of the students were taking two history courses to fulfill general education distribution requirements. It is suggested that the college needs to determine if the strong preference for history courses over other humanities and Western heritage sequences matches the intent of the general education program. (SW)

ED 239 573 HE 016 997

Seventeenth Annual Rank-Order Distribution of Administrative Salaries Paid 1983-1984.  
Arkansas Univ., Fayetteville. Office of Institutional Research.

Pub Date—31 Dec 83

Note—125p.

Available from—University of Arkansas, Office of Institutional Research, 318 Administration Building, Fayetteville, AR 72701 (\$7.00).

Pub Type—Numerical/Quantitative Data (110)—Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Administrators, \*College Administration, Compensation (Remuneration), Doctoral Degrees, Geographic Regions, Higher Education, National Surveys, \*Salaries, School Surveys, \*State Universities

Results of a survey of salaries of full-time administrators at public, doctorate-granting institutions for 1983-1984 are presented. A ranking of salaries paid among 133 universities in 45 states is presented, along with salary data arranged into nine regions defined by the Equal Employment Opportunity

Commission. The New York and Boston regions are combined. A table of salaries paid to university system officers is also included. A university system is defined as having a separate administrative structure for a system of multiple general academic institutions, at least one of which has offerings at the doctorate-granting level. Questionnaires were returned by 33 university systems in 28 states. Information is provided on whether a salary is paid for a position with a dual function. To provide anonymity, the universities are not identified with their salaries, but are listed separately. (SW)

ED 239 574 HE 016 998

Huestis, Karen A.  
The Effects of Modeling on the Creative Performance of College Students.

Pub Date—Mar 83

Note—86p.; Honors Thesis, University of Redlands, CA.

Pub Type—Reports - Research (143)—Dissertations/Theses - Undetermined (040)  
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*College Students, \*Creativity, Creativity Tests, \*Experimenter Characteristics, Higher Education, \*Modeling (Psychology), Psychological Studies.

The effects of a facilitating model on college students were examined in a creativity study. Predictions were as follows: those modeling a creative experimenter would show more creativity than would control group subjects; those scoring high on the "Torrance Test of Creative Thinking" would also score high on the "Remote Associations Test (RAT);" and those scoring high on the "Khatena-Torrance Creative Perception Inventory" would also score high on the other two measures. Subjects were University of Redlands students, who were placed in two groups of 20 (10 male, 10 female). The experimental group received instructions from a facilitating instructor, while the control group received regular instructions. Analysis of variance showed significantly higher Torrance elaboration scores and RAT scores for the modeling group. Originality means for both groups were identical. Intercorrelation of measures were not significant. Although no measure of creativity can be said to be valid, the findings indicate a positive and necessary step toward the recognition that creativity needs to be, and can be, facilitated even on the college level. A literature review is included, along with a bibliography and information on the tests. (Author/SW)

ED 239 575 HE 017 062

Atelak, Frank J.  
Student Quality in the Sciences and Engineering: Opinions of Senior Academic Officials. Higher Education Panel Report Number 58.

American Council on Education, Washington, D.C. Higher Education Panel.

Spons Agency—Department of Education, Washington, DC; National Endowment for the Humanities (NFAH), Washington, D.C.; National Science Foundation, Washington, D.C.

Pub Date—Feb 84

Note—55p.; For related document, see HE 017 063.

Pub Type—Numerical/Quantitative Data (110)—Reports - Research (143)—Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Academic Aptitude, \*Administrator Attitudes, \*Educational Quality, \*Engineering, Graduate Students, Higher Education, Majors (Students), National Surveys, Questionnaires, \*Sciences, \*Student Characteristics, Student Evaluation, Undergraduate Students

Opinions of senior academic officials about changes in the quality of students in science and engineering (S/E) fields over the past 5 years were surveyed in 1982. Responses were received from officials from 387 institutions with undergraduate programs and 298 schools with graduate programs. Sixty-one percent of the officials believed that undergraduate student quality had not changed significantly; among officials at graduate institutions, three of every five believed the quality of applicants for graduate study in S/E fields had not changed significantly; three-quarters of the officials at the 100 institutions with the greatest baccalaureate production in S/E fields believed that the distribution of their most able students had shifted toward S/E fields; computer science was most cited as a recipient field by 32 percent of the officials, engineering by 18 percent, and the physical sciences by 6 percent; and the officials based their judgment of the

quality of graduate school applicants most often on faculty perceptions, closely followed by undergraduate grade point averages. Detailed statistical tables, questionnaires, and technical notes are included. (SW)

ED 239 576 HE 017 063

Andersen, Charles J.  
Student Quality in the Humanities: Opinions of Senior Academic Officials. Higher Education Panel Report Number 59.

American Council on Education, Washington, D.C. Higher Education Panel.

Spons Agency—Department of Education, Washington, DC; National Endowment for the Humanities (NFAH), Washington, D.C.; National Science Foundation, Washington, D.C.

Pub Date—Feb 84

Note—52p.; For related document, see HE 017 062.

Pub Type—Numerical/Quantitative Data (110)—Reports - Research (143)—Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Academic Aptitude, \*Administrator Attitudes, \*Educational Quality, Graduate Students, Higher Education, \*Humanities, Majors (Students), National Surveys, Questionnaires, \*Student Characteristics, Student Evaluation, Undergraduate Students

Opinions of senior academic officials about changes in the quality of students in the humanities over the past 5 years were surveyed in 1982. Responses were received from officials from 385 institutions with undergraduate programs and 295 schools with graduate programs. Sixty-two percent of the officials believed that undergraduate student quality had not changed significantly; among officials at graduate institutions, 57 percent believed that no change had occurred in the quality of graduate school applicants in the humanities; important indicators on which respondents based their opinions were faculty perceptions, achievement test scores of entering students, and high school grades of new students; 65 percent indicated their opinion that the most able entering students were shifting away from the humanities; the most important reasons for a shift away from the humanities, according to the officials, were the perceptions of limited employment opportunities after earning a baccalaureate and after completing graduate study; and 47 percent of the respondents from the top 50 doctorate-granting institutions noted no change in the quality of graduate school applicants. Detailed statistical tables, questionnaires, and technical notes are included. (SW)

ED 239 577 HE 017 087

Halstead, Kent  
How States Compare in Financial Support of Public Higher Education, 1983-84. Seventh Edition.

National Inst. of Education (ED), Washington, DC. Educational Policy and Organization Program.

Pub Date—Mar 84

Note—93p.; For related document, see ED 230 160.

Pub Type—Numerical/Quantitative Data (110)—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Comparative Analysis, \*Educational Finance, Enrollment Trends, Financial Support, Government School Relationship, \*Higher Education, Institutional Characteristics, Local Government, Models, Public Education, \*Resource Allocation, School Taxes, \*State Aid, \*State Colleges, State Government, State Universities, \*Tax Allocation

Identifiers—Chambers (M M)

Fiscal year appropriations and supporting data are presented for comparative analysis of state financing of public higher education (defined as all public institutions listed in the "Education Directory, Colleges and Universities" of the National Center for Education Statistics). The report is based on the fall collection of state appropriations reported by M. M. Chambers. It presents a model of state rankings for seven independent factors plus eight derived measurements that together represent the principal state conditions and financial actions underlying and governing appropriation levels. The text explains the design of the model and its use, defines the measurements, and presents a limited macro-analysis. A technical appendix provides greater detail on data definitions; analysis and interpretation of the data is the responsibility of state and individual us-

ers. The seven factors of the model include (1) resident student source, high school graduates; (2) college attendance ratio, (3) system support index, 1981-82; (4) tax capacity, 1982; (5) tax effort, 1982; (6) allocation to public higher education, 1983-84; and (7) tuition factor, 1983-84. Tabular data are presented independently by state in rank order for fiscal year 1984, collectively by state in alphabetical order, and by state historically (1978-1984). (LB)

## IR

ED 239 578 IR 010 641

Lorenzi, Nancy M. And Others  
Telecommunications Information Network: A Model for On-Demand Transfer of Medical Information. Final Report.

Cincinnati Univ., Ohio. Medical Center.  
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date—81  
Contract—DHEW-041A-7901  
Note—80p.; For related document, see ED 197 704.

Pub Type—Reports - Research (143)  
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Costs, Delivery Systems, Demonstration Programs, \*Health Personnel, Hospitals, \*Information Dissemination, \*Information Networks, Medical Libraries, Medicine, Program Implementation, \*Reference Services, Rural Areas, \*Telecommunications, Use Studies, Video Equipment

Identifiers—Ohio, \*Slow Scan Television, University of Cincinnati Medical Center OH

This report summarizes the third phase of the Telecommunications Information Network (TIN), which provides a telecommunications link between four remote southwest Ohio hospitals and the University of Cincinnati Medical Center, thereby reducing the isolation of healthcare providers at the remote hospitals. A description of the system explains the service, in which (1) requests for information from the site hospitals are telephoned to the Medical Center's Health Sciences Library or Drug and Poison Information Center; (2) staff professionals from these areas research each question using available resources; and (3) responses are transmitted orally, via telephone, and/or visually, via slow-scan television. The start-up, trial-operations, demonstration phases, and the projected operational phase are then described; project benefits are assessed; and the barriers to implementation and utilization are analyzed. Plans for institutionalization and barriers to full implementation are also discussed. The final section focuses on costing and financial information. References are listed, and appendices include a summary of the evolution of the TIN slow-scan system, several issues of a project newsletter, a script for a telecommunications slide-tape presentation, TIN miniposters, and a list of project-related presentations and publications. (LMM)

ED 239 579 IR 010 647

Braden, Roberts A. Sachs, Steven G.  
Basic References on Instructional Development.

Pub Date—21 Jan 83  
Note—15p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (New Orleans, LA, January 21, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Books, \*Evaluation Criteria, \*Instructional Design, \*Instructional Development, \*Media Selection, \*Opinions, Reference Materials, Surveys, Textbooks

A survey was conducted of more than 300 instructional developers, asking which books they would recommend for a variety of different uses. To assist them, a listing of 139 instructional development books taken from a recent journal article was included with the survey. Participants, who represented a diverse but highly-experienced group, were asked to recommend three books for each of four categories: personal use, textbook, reference for practitioners, and for reading by nondevelopers. A list of most recommended books was developed, and demographic variables were used in the analysis of respondent recommendations. Results, though inconclusive, indicate that significant differences

exist in book recommendations according to such factors as sex, age, and other demographic variables and suggest areas for further analysis and research. This report includes tables displaying data on respondents' job responsibilities, years of experience, and places of employment; the 39 most-recommended books; additional book recommendations; and topics for new books suggested by respondents. Forty references are listed. (LMM)

ED 239 580 IR 010 649

Humes, Ann  
Computer Instruction on Sentence Combining.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.  
Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—TN-2-82/36

Pub Date—20 Oct 82

Contract—400-80-0108

Note—12p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Computer Assisted Instruction, \*Computer Programs, Design Requirements, Feasibility Studies, \*Individualized Instruction, \*Instructional Materials, Intermediate Grades, Junior High Schools, Microcomputers, \*Sentence Combining, \*Writing (Composition), \*Writing Instruction

This description of an interactive instructional computer program in sentence combining for upper elementary and middle school students begins by summarizing the content of the program, which focuses on the instructional technique in which students are given two or more short simple sentences to combine into one longer, complex and/or compound sentence. An outline of the four lessons presented by the program—coordinate predicates, coordinate adverbs and predicate adjectives, coordinate direct objects and predicate nominatives, and three kernel sentences containing the syntactic structures presented in the first three parts—is followed by a description of the structure of the individual lessons, including branching that occurs in response to student answers and the procedures that terminate the program. A discussion of some of the problems involved in developing highly interactive instruction for teaching composition on a microcomputer, and a list of nine references conclude the paper. (LMM)

ED 239 581 IR 010 678

Computer Literacy for the Middle Grades. A Teacher's Guide. Revised Edition.

Abington School District, Pa.

Pub Date—28 Jul 82

Note—78p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Computer Literacy, \*Computer Science Education, Instructional Materials, Junior High Schools, \*Microcomputers, \*Programming, Secondary Education, Social Influences, Study Guides, Teaching Guides

Identifiers—BASIC Programming Language

This guide was planned for a program to acquaint seventh and eighth grade students with the importance of the computer in society and to ensure uniformity of instructional objectives among teachers assigned to teach a beginning-level course in computer literacy. It includes the history of the computer, operating and controlling the computer, applications of the computer and its influence on daily activities, limitations of the computer, and moral and ethical issues related to the growing computer age. The major portion of the course is geared toward the BASIC programming language and the TRS-80 microcomputer. The guide is divided into 16 units of study (1-9 for the seventh grade and 10-16 for the eighth grade); it has also been used with a one-semester high school elective course. For each unit, the purpose, resource materials, teacher preparation, content objectives, presentation activities, and procedures for assessment are described. Also included are 17 study guides for student use, a 34-item reference list for teachers, and an index. (LMM)

ED 239 582 IR 010 944

Roderer, Nancy K. King, Donald W.  
Information Dissemination and Technology Transfer in Telecommunications.

King Research, Inc., Rockville, Md.

Spons Agency—Congress of the U.S., Washington, D.C. Office of Technology Assessment.

Pub Date—Nov 82

Note—66p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Authors, Costs, \*Diffusion (Communication), Engineers, \*Information Services, Information Systems, Marketing, \*Models, \*Publications, \*Scientists, \*Telecommunications, Use Studies

Identifiers—\*Scientific and Technical Information

Using a model of scientific and technical information transfer as a framework, this document focuses on four types of activities: the generation or authorship of telecommunications information and its publication, distribution, and use. Different forms of publication are considered in each functional area, though primary emphasis is on the scholarly journal. An introduction presents a brief discussion of telecommunications and telecommunications information and a model of the formal communications process. Section 2, an examination of information generation, touches on research funding, authors of scholarly communications articles, and costs of authorship, while types of products and services, publishers, and publication costs are covered in section 3. Distribution of information products and services is discussed in section 4, which looks at distribution channels, volume, costs, and secondary products and services. The last three sections examine respectively: (1) information use, including amount of journal reading, use of other materials, use costs, and total system costs and the value of telecommunications information; (2) the role of industry, government, and academia in information and exchange of information among United States and foreign scientists and engineers; and (3) issues in telecommunications area information. Eighteen references are listed. (LMM)

ED 239 583 IR 010 945

Spears, William D.  
Processes of Skill Performance: A Foundation for the Design and Use of Training Equipment. Final Report, June 1978-July 1982.

Seville Research Corp., Pensacola, Fla.

Spons Agency—Naval Training Equipment Center, Orlando, Fla.

Report No.—NAVTRAEQUIPCEN-78-C-0113-4

Pub Date—Nov 83

Contract—N61339-78-C-0113

Note—167p.

Pub Type—Information Analyses (070) — Reports - Evaluative (142)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—\*Cognitive Processes, \*Design Requirements, \*Educational Equipment, Learning Theories, Motivation, \*Psychomotor Skills, Research Methodology, \*Skill Analysis, \*Skill Development, Task Analysis, Training Methods, Transfer of Training

Identifiers—Goal Setting, Learning Curves

To lay a foundation for the design and effective use of low-cost, part-task and low-fidelity training devices, this report identifies dimensions of skill performance in terms of modern learning and behavior theory, and analyzes cognitive and motor skills as they relate to information processing. Cognitive processes discussed include task recognition; task comprehension; goal setting; planning performance; initiating, monitoring, and evaluating performance; stimulus encoding and elaboration; attentional processes; retention and retrieval of information; hierarchical schemata for discrimination and generalization; motivation; and skill integration and automatization. For motor skills, special attention is given to structural characteristics and movements; signal discrimination and generalization; roles of sensory modes and their interactions; and patterns of skill integration. Empirically-based concepts are used throughout to provide an operational means of manipulating variables during training, and examples are given of methods for empirically assessing the roles of various processes. Conclusions indicate that the analyses could readily be extrapolated to training technology in general and to the design of training devices in particular. Selected research topics illustrate what would be involved in the extrapolation. A 22-page reference list is provided. (Author/LMM)

ED 239 584 IR 010 946

Adams, David R., Ed. Athey, Thomas H., Ed.  
DPMA Model Curriculum for Undergraduate Computer Information Systems Education.

Data Processing Management Association Education Foundation, Park Ridge, IL.



## Pub Date—82

Note—72p; Prepared by the Education Foundation Committee on Curriculum Development.

Pub Type—Guides - Classroom - Teacher (052) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Business Education, Computer Programs, \*Computers, \*Computer Science Education, Course Descriptions, \*Curriculum Development, Databases, Guidelines, Higher Education, \*Information Systems, Models, \*Programming, Undergraduate Study

Designed primarily for 4-year undergraduate programs for business applications programmer/analysts offered through schools of business or through applied computer science programs that require a concentration of business courses, these guidelines are based on national and regional conferences, questionnaire surveys, and consultation with computer experts from education and industry. A general discussion covers the model curriculum development process, the role of computer information systems (CIS), background for CIS careers, and the technical environment of CIS. A summary of the CIS curriculum includes an overview, a list of objectives, and a brief description of the core courses, curriculum structure, elective courses and business support courses. Detailed specifications are given for each of the 15 curriculum courses: (1) Introduction to Computer Based Systems; (2-3) Applications Program Development (I and II); (4) Systems Analysis Methods; (5) Structured Systems Analysis and Design; (6) Database Program Development; (7) Advanced Database Concepts; (8) Applied Software Development Project; (9) Software and Hardware Concepts; (10) Office Automation; (11) Decision Support Systems; (12) Distributed Data Processing; (13) EDP Audit and Controls; (14) Information Systems Planning; and (15) Information Resource Planning. Included are course descriptions, major student outcomes expected, course content, teaching approaches, and recommended resource materials and references. (LMM)

ED 239 585 IR 010 947  
Information Technology for Agricultural America.

Prepared for the Subcommittee on Department Operations, Research and Foreign Agriculture, 97th Congress, 2d Session, Committee Print, Library of Congress, Washington, D.C. Congressional Research Service.

Spons Agency—Congress of the U.S., Washington, D.C. House Committee on Agriculture.

Pub Date—Dec 82

Note—367p; Document contains small print. Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (14-795 0).

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Agriculture, Audiovisual Aids, \*Computer Oriented Programs, \*Government Role, \*Information Services, \*Legislation, Microfilm, Online Systems, \*Technological Advancement, Technology Transfer, Telecommunications, Videotext, Word Processing Identifiers—\*Information Technology

This summary of the combined Hearing and Workshop on Applications of Computer-Based Information Systems and Services in Agriculture (May 19-20, 1982) offers an overview of the ways in which information technology—computers, telecommunications, microforms, word processing, video and audio devices—may be utilized by American farmers and ranchers. Governmental and private sector perceptions of the importance of providing information support to agricultural America described as well as initiatives that have been undertaken to meet the information technology needs of the agriculture industry. Following a detailed treatment of letter narratives taken from letters to the Congressional Subcommittee on Department Operations, Research, and Foreign Agriculture, the formal hearing testimonies augmented by the findings and recommendations of the workshop discussion groups are examined at length. Workshop recommendations are organized by discussion group focus: (1) private sector information services; (2) government information services: management and marketing; (3) government information field operations; (4) user requirements; (5) system implementation: hardware installation training, maintenance, software and data file modification; and (6) present and projected technology.

Appendices feature complementary material including descriptions of technology-supported information services, and a list of hearing and workshop participants, information on key legislation, and a five-page reference list. (LMM)

ED 239 586

IR 010 948

Rooze, Gene E.

Integrating Computer Software into Social Studies Instruction.

Pub Date—23 Nov 83

Note—18p; Paper presented at the Convention of the National Council for the Social Studies (San Francisco, CA, November 23, 1983).

Pub Type—Information Analyses (070) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Computer Assisted Instruction, \*Computer Programs, Computer Simulation, Databases, Drills (Practice), \*Instructional Innovation, \*Skill Development, \*Social Studies, Technological Advancement

Identifiers—\*Computer Uses in Education, Knowledge

This paper examines the use of the computer as a mediating device and explores its influence on the social studies curriculum. A variety of software uses are analyzed, including drill and practice, tutorials, computerized databases, and simulations. The possible effects these uses can have are examined in terms of two views of social studies education—the knowledge approach and the skills approach. It is concluded that the computer can revolutionize social studies because of the knowledge, skills, and values it can transmit, and that once choices are made as to which knowledge, skills, and values should be transmitted in social studies education, the computer can play a significant role in social studies instruction. (Author/LMM)

ED 239 587

IR 010 949

Dail, Paula W. Way, Wendy L.

Parenting Behaviors in Prime-Time Television: A

Content Analysis.

Pub Date—[83]

Note—22p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Behavior Patterns, Child Role, \*Commercial Television, Content Analysis, \*Family Life, Family Life Education, \*Parent Child Relationship, \*Parent Role, \*Programming (Broadcast), Sex Differences

Forty-four family-oriented, prime time television program episodes (30 hours) aired in November and December 1982 were selected for content analysis from 12 commercial television series which met selection criteria for Nielsen Television rating, airing time, and theme. Family oriented programming was defined as any series with a primary theme that centered on family life with primary characters that included parent(s) and children under 18. Parental behaviors were coded that reflected performance of parental role, child rearing patterns, and children's responses to those roles and patterns. Results indicated that relatively large numbers of parenting behaviors were being illustrated in the programs viewed. Television fathers were somewhat more active as parents than were mothers, and both mothers and fathers were portrayed in traditional ways, even though many more non-traditional than traditional family structures were presented. Television children responded differently to performance of parental roles and to child rearing patterns according to the sex of the television parent. Based on findings, several recommendations were made for parent and family life education and further related research. A four-page reference list is provided. (Author/LMM)

ED 239 588

IR 010 950

Potential Applications and Impact of Microelectronic and Telecommunication Technology in Health Care Delivery, Final Report.

Mandex, Inc., Vienna, VA.

Spons Agency—Bureau of Health Maintenance Organizations and Resources Development, (DHHS/HRA) Rockville, MD.

Report No.—HRP-0904714

Pub Date—31 Oct 82

Contract—HRA-232-82-0009

Note—104p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Computer Oriented Programs, \*Delivery Systems, \*Health Education, \*Health Pro-

grams, \*Information Networks, Instructional Innovation, Online Systems, Outreach Programs, Program Descriptions, \*Telecommunications Identifiers—Energy Management, \*Telemedicine

This compendium of current and recent innovative methods of health care delivery focuses on telemedicine, and educational and energy management and control applications. Each application is documented in a project abstract describing the system and the technology employed, and citing relevant information sources and a personal or organizational contact. Telemedicine projects described include primary health care delivery in rural northwestern Ontario, rural health care delivery, emergency medical alert systems, Massachusetts General Hospital Television Program, slow-scan television in a rural environment, telephone counseling, teleradiology, and digital imaging. Educational applications discussed include the South Carolina Health Communications Network, THE SOURCE—Home Medical Guide, Intrastate Health Communication Network (Vermont and New Hampshire), Maine Health Communications Network, Army Health Service Network, Veterans Administration and public health service biomedical experiments utilizing the communications technology satellites, Cleveland Metropolitan Area Health Education Network, statewide education programs in Maine and Georgia, health education utilizing cable television, national health care satellite networks, hospital television networks, health information networks, telephone health information systems, interactive patient education and hospital patient education programs. Finally, energy management and control projects focus on energy management through microprocessor controls and energy management control systems. An extensive bibliography is appended. (LMM)

ED 239 589

IR 010 951

Potential Roles for Public Television Stations in the Emerging Interactive Videodisc Industry. An

Evaluation.

Butterfield Communications Group.

Spons Agency—Corporation for Public Broadcasting, Washington, D.C.

Pub Date—11 Oct 83

Note—132p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Case Studies, \*Educational Media, Expenditures, \*Marketing, Prediction, \*Public Television, \*Publishing Industry, Surveys, \*Training, Use Studies, \*Videodisc Recordings

Identifiers—Entertainment, \*Interactive Video

This document explores the potential involvement of public broadcasting in interactive videodisc. It includes a survey of current videodisc uses in entertainment, publishing, marketing, training, and education. Individual chapters focus on each of the market segments in terms of historical growth, present growth, and likely future growth, with special emphasis on the potential each segment holds for interactive videodisc applications. Factors likely to influence videodisc success in these applications are identified and evaluated, and a projection is made of the share of software expenditures in each market segment that interactive videodisc has the potential to capture. Case studies provide insights into decision and implementation processes for each application. Additional chapters analyze the current structure of the videodisc industry based on extensive interviews with industry participants as well as basic research. Recommendations for strengthening the position of public broadcasting in the videodisc industry include both objectives and strategic approaches for achieving them. An appendix presents information on government training expenditures. (LMM)

ED 239 590

IR 010 952

Braden, Roberts A. And Others

Producing the Pages of a Video History.

Pub Date—24 Apr 80

Note—13p; Paper presented at the Annual Convention of the Association for Education Communications and Technology (Denver, CO, April 24, 1980).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Television, \*History, \*Individualized Instruction, \*Interviews, Production Techniques, Program Descriptions, \*Program Development, \*Videotape Recordings, Visual Aids

Identifiers—Keller (Fred S), Postelthwait (Samuel N)

This paper describes an evolving series of television programs that are designed to paint personal portraits capturing the thoughts, methods, theory, and practice of such major innovators in individualized instruction as Samuel N. Postelthwait and Fred S. Keller. The major purpose and potential benefits of this video history series are explained, as well as the implementation procedures and the basic concepts which have guided program development, e.g., the decision to use an interview format with the star of the show being interviewed by a panel of two or three educators. Two interrelated elements of project development are discussed: overall planning, which includes making global decisions about the nature of program content, and the production process itself. Future development and utilization of the programs produced are also addressed. Ten references are listed. (LMM)

ED 239 591

IR 010 953

Bork, Alfred

Computers & Learning: A Compendium of Papers. Pub Date—[83]

Note—167p; Document will not reproduce well. Pub Type—Collected Works - General (020) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Classification, \*Computer Assisted Instruction, \*Computer Graphics, \*Computer Oriented Programs, Computer Programs, \*Computers, Course Organization, \*Design Requirements, Family Life, Higher Education, Mathematics Education, Screens (Displays), Training Methods

Identifiers—\*Computer Uses in Education, Interactive Systems

Computer assisted instruction, software design, and course organization are among the topics discussed in this varied, 15-paper collection which includes descriptions of specific projects, general essays and practical suggestions for improving or implementing computer-oriented instruction. The following papers are presented: (1) "Organization of Computer Based Courses"; (2) "Basic Mathematics in Colleges and Universities—Computers as a Solution"; (3) "Nontrivial, Nonintelligent, Computer Based Learning"; (4) "A Preliminary Taxonomy of Ways of Displaying Text on Screens"; (5) "Advantages of Computer Based Learning as a Learning Aid"; (6) "Two Examples of Computer Based Learning on Personal Computers"; (7) "Computers in Learning—Common False Beliefs"; (8) "Graphics and Screen Design for Interactive Learning"; (9) "Compendium of Bad but Common Practices in Computer Based Learning"; (10) "Computers and the Future: Education"; (11) "A Tale" (describes development of a "marvelous invention"); (12) "Computer Assisted Learning—The Age of Reason"; (13) "Families, Computers, Learning"; and (14) "Using Computers for Training—Getting Started." Five papers provide references. (LMM)

ED 239 592

IR 010 954

Audio Teleconferencing, SAT Users Conference. Australian Telecommunications Commission, Melbourne.

Pub Date—14 Mar 83

Note—31p; Document printed on colored paper. Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Design Requirements, Electronic Equipment, Feedback, Foreign Countries, Group Activities, \*Interaction, Online Systems, \*Organization, \*Program Development, \*Program Implementation, Teaching Methods, \*Teleconferencing, Visual Aids

Identifiers—Australia

This guide offers advice on using and running teleconferences, beginning with background information on what teleconferencing can and cannot do; situations, systems, and applications; and how and why to use visuals. Ideas on how to run a teleconference are then presented. The preparation of a teleconference is discussed in terms of organizers and their responsibilities, familiarization, people to talk to, constructing a group, format and content, presentation, interaction, feedback, and coping with silence. Considerations in running the conferences that are addressed include the last-minute check, setting up the teleconference, during the teleconference, finishing off, ad hoc participants, and follow-up. A summary reviews both preparation and

the session itself. Suggested procedures for working with small groups using the Telecon Conference Facility available in Australia and for forming a 'Tele-link' group are attached. (LMM)

ED 239 593

IR 010 955

Lengel, James G.

Computer Considerations for Vermont Schools. Vermont State Dept. of Education, Montpelier.

Pub Date—[83]

Note—21p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Computer Assisted Instruction, \*Computer Oriented Programs, Computer Programs, Databases, \*Educational Planning, Elementary Secondary Education, Media Selection, \*Microcomputers, Program Development, \*Program Implementation, Programming, Public Schools, Word Processing

Identifiers—Computer Simulation, \*Computer Uses in Education, Vermont

The first of a series designed to advise school staff on the use of computers in the curriculum, this booklet outlines several ways that computers can fit into the program of study in Vermont schools and suggests a method for schools to use in planning for their use. Emphasis is on computers as tools to help reach traditional educational goals. Three aspects are emphasized in planning for computer use: software, sociology, and computer literacy. Hardware is also briefly discussed. A matrix displays the applications of a variety of computer uses to several K-12 curriculum areas. Computer uses discussed include word processing, instruction, simulation, databases, calculation, communication, sociology, computer science, and programming. A suggested planning process for developing a school computer plan lists the following steps: involve the staff, complete the matrix to show uses, implement the plan, select hardware and software, and determine settings for computers in schools. Twelve references are listed. (LMM)

ED 239 594

IR 010 956

Feasley, Charles E.

Distance Education.

Pub Date—82

Note—42p.

Pub Type—Information Analyses (070) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Administrative Organization, Computer Assisted Instruction, Computer Managed Instruction, Curriculum Development, Delivery Systems, \*Distance Education, \*Educational Media, Faculty, Foreign Countries, Literature Reviews, \*Program Development, Student Characteristics, Teacher Role, \*Telecommunications

The magnitude, diversity, and impact of distance education are discussed in this international review of its implementation in economically diverse countries. Uses of the following media are described: (1) print-correspondence study, programmed instruction, modularized instruction, newspaper; (2) audio media—telephone, radio, subsidiary communications authority; (3) video media—broadcast and cable television, instructional television fixed service, videocassettes and video-discs, satellites; and (4) computers, especially computer assisted instruction and computer managed instruction. Discussion of organization and administration focus on organizational structure, cooperation with other institutions, finances, course development costs, student services, telephone and computer-assisted counseling, and registration. Faculty and student issues discussed include faculty rewards, delivery faculty roles, development faculty roles, and student characteristics and attrition. Research and evaluation are briefly reviewed in terms of determining learner needs, evaluation criteria, and comparisons with campus institutions. A summary, conclusions, and a 7-page reference list are included. (LMM)

ED 239 595

IR 010 957

Kay, Peg, Ed. Powell, Patricia, Ed.

Future Information Processing Technology—1983,

Computer Science and Technology.

National Bureau of Standards (DOC), Washington, D.C. Inst. for Computer Sciences and Technology.

Report No.—NBS-SP-500-103

Pub Date—Aug 83

Note—252p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (\$6.50).

Pub Type—Information Analyses (070) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Computer Programs, \*Computers, \*Costs, \*Information Processing, \*Information Systems, Input Output Devices, \*Legislation, \*Prediction, Technological Advancement

Developed by the Institute for Computer Sciences and Technology and the Defense Intelligence Agency with input from other federal agencies, this detailed document contains the 1983 technical forecast for the information processing industry through 1997. Part I forecasts the underlying technologies of hardware and software, discusses changes in the information industry and market, and forecasts products and systems of the future, such as general-purpose systems, distributed processing systems, and office systems. Commentary by federal agency staff on the forecast is provided in Part II, and Part III summarizes a teleconference in which industry automatic data processing (ADP) users and vendors reviewed the forecast. Cost estimates are provided for computer systems, subsystems, and terminals through 1997. Additional discussions address the current and potential rules and regulations of the federal environment, and how they may affect the federal inventory of new ADP equipment and management strategies for the new information technologies, with emphasis on microcomputers. Conclusions, recommendations, and a 15-item reference list are provided. (LMM)

ED 239 596

IR 010 958

Gilbert, Dennis And Others

Microcomputers: A Review of Federal Agency Experiences, Computer Science and Technology. National Bureau of Standards (DOC), Washington, D.C. Inst. for Computer Sciences and Technology.

Report No.—NBS-SP-500-102

Pub Date—Jun 83

Note—150p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Attitudes, \*Computer Programs, \*Federal Government, Interviews, \*Microcomputers, \*Policy Formation, \*Public Agencies, Questionnaires, Selection, State Government, \*Use Studies

Identifiers—Electronic Bulletin Boards, New York

The results of a study conducted during the period August 1982 to January 1983, this overview of federal agency experiences with microcomputers represents a synthesis of information gathered from interviews with staff of one state and 12 federal agencies, informal discussions, and examination of the available literature, agency documents, and technical publications. Discussions of microcomputer issues identified by the study focus on organizational attitude and approach to microcomputers, agency policy, support activities, acquisition, personnel, application requirements and software, operating systems, and hardware. The interview questionnaire, summaries of the agency interviews, and a summary tabulation of agency questionnaires are included. The concluding section consists of some general observations, remarks on trends, and examples of agency microcomputer activities. Fifty references and suggested readings are listed. Appendices include a list of agency contacts, microcomputer information sources, an annotated bibliography of agency documents, ICST (Institute for Computer Sciences and Technology) Micro Electronic BBS (Bulletin Board System) access instructions, and completed survey questionnaires. (LMM)

ED 239 597

IR 010 959

Ehrlich, Lisa R.

Learner Assessment Methods Using a Computer Based Interactive Videodisc System.

Pub Date—Jan 84

Note—20p; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, January 20-24, 1984).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

**Descriptors**—\*Computer Assisted Testing, \*Design Requirements, Individualized Instruction, Microcomputers, \*Test Construction, Test Format, \*Testing, Testing Programs, Training Methods, \*Videodisc Recordings

**Identifiers**—Interactive Systems

This paper focuses on item design considerations faced by instructional designers and evaluators when using computer videodisc delivery systems as a means of assessing learner comprehension and competencies. Media characteristics of various interactive computer/videodisc training systems are briefly discussed as well as reasons for using such systems for testing. Suggestions for test item design at various skill performance levels are offered for use with a single screen interactive computer/videodisc system with a high resolution graphics monitor having overlay capabilities. Test item designs are specified and briefly discussed for the following typical skill performance objectives—to assess the learner's comprehension of a particular part removal and replacement, identify components, discriminate between components, interpret results and equipment readings, specify location or set-up, and assess problem-solving skills involved in troubleshooting. Some related test development topics are reviewed, and suggestions are made for further research. (LMM)

ED 239 598

IR 010 960

Boggett, Patricia

**Learning a Procedure from Multimedia Instructions: The Effects of Film and Practice.** Colorado Univ., Boulder. Inst. of Cognitive Science. Spons Agency—Office of Naval Research, Washington, D.C. Psychological Sciences Div.

Report No.—TR-125-ONR

Pub Date—Nov 83

Contract—N00014-78-C-0433

Note—46p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

**Descriptors**—College Students, Higher Education, \*Instructional Films, \*Intermode Differences, Media Research, Models, \*Multimedia Instruction, \*Psychomotor Skills, \*Teaching Methods, \*Three Dimensional Aids, Visual Stimuli

**Identifiers**—Hands on Experience

In a study that was conducted to measure performance as a function of multimedia instructions, 360 college students in a University of Colorado introductory psychology course were taught to build a model helicopter from an assembly kit. Their instructions consisted of either viewing a narrated film (one or two viewings), or hands-on practice using a model as a guide (building one or two models), or a combination (see film first, build second; or build first, see film second). Performance on assembly from memory was assessed either immediately or after a one-week delay using both structural and functional measures. Performance was best immediately for groups who had hands-on practice, either twice or in conjunction with a film. After a week, the group who practiced first and saw the film second performed significantly better than all others. A theoretical framework based on multimedia concept formation may account for the results. In order for lasting concepts to be formed in memory, a precedence is suggested: motoric elements should be put in first, followed by visual, followed by linguistic. (Author/LMM)

ED 239 599

IR 010 961

**Oversight on Educational Technology. Joint Hearing before the Subcommittee on Select Education of the Committee on Education and Labor.** House of Representatives, Ninety-Seventh Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date—14 Sep 82

Note—124p.; Document contains small type.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

**Descriptors**—\*Computer Oriented Programs, Educational Media, \*Educational Technology, \*Electronic Equipment, Futures (of Society), Instructional Innovation, Microcomputers, \*Technological Advancement, \*Technology Transfer, \*Videodisc Recordings

**Identifiers**—Cardiopulmonary Resuscitation, Information Technology, Interactive Systems

This document presents the transcript of a hearing held to examine how rapid technological changes

are affecting the American educational system and to learn what new equipment with potential for educational application is available, how technology can be integrated into the curriculum, and how students and teachers can acquire the skills needed for a technological society. Included are statements, letters, and materials, presented or provided by John H. Gibbons (Office of Technology Assessment, U.S. Congress); Joyce Hakansson (Hakansson Associates, Inc.); Francis Fisher (Haverford College); Linton Deck, Jr. (consultant, Fairfax County Schools); Joe Miller (Arkansas State Department of Education); Denis Eichhorn (Control Data Corp.); Reta Kohari (Apple Computer, Inc.); and John Lipkin (Bureau of Social Science Research, Inc.). Reprints of the following published reports and articles are also provided: a summary of the Office of Technology Assessment's study, "Informational Technology and Its Impact on American Education," and reprints of "PLATO System Spurs Baltimore Students to New Achievements," Anne O. Emery; "Computer and Videodisc: A New Way to Teach CPR," Lynn Hessinger; "Interactive Video Disc with Microcomputer and Manikin"; "Toward Real-World Applications"; "What the Space Invaders Are Trying to Tell Us"; "How Devices Restore Democracy"; "Interactive Training in Cardiopulmonary Resuscitation," David Hon; and "And Now, Dynamic Discs," Richard Stengel. (LMM)

ED 239 600

IR 010 962

**Parity for Minorities in the Media. Hearing before the Subcommittee on Telecommunications, Consumer Protection, and Finance of the Committee on Energy and Commerce. House of Representatives, Ninety-Eighth Congress, First Session on H.R. 1155. A Bill to Amend the Communications Act of 1934 to Provide for Greater Participation of Minorities in Telecommunications.**

Congress of the U.S., Washington, DC. House Committee on Energy and Commerce.

Pub Date—6 Jun 83

Note—350p.; Document contains small print that may be marginally legible.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

**Descriptors**—\*Business, Community Involvement, Employment, Federal Legislation, Females, Hearings, \*Minority Groups, \*Participation, \*Programming (Broadcast), \*Telecommunications

**Identifiers**—\*Communications Act 1934, \*Ownership

This transcript of a hearing on minority participation in telecommunications includes the text of the bill, H.R. 1155; a summary of the bill from the Congressional Record; and testimony and statements from both individuals and representatives of several organizations. Testimony was presented by: (1) Karen English, Chicago, Illinois; (2) Janice Engsborg, Office of Communication, United Church of Christ; (3) Charles Hoard, Elmhurst, Illinois; (4) Will Horton, Minorities in Cable and New Technologies; (5) Mark Nielsen, communications committee, Church Federation of Greater Chicago; (6) Ricardo Rodriguez, investment banker, of Howe, Barnes & Johnson; (7) William S. Singer, Chicago, Illinois; and (8) Bernard Williams, Williams Communications, Inc. Additional material submitted for the record includes statements from Wilbert L. Blake (Careerworks, Inc.), Cecil C. Butler, and People United to Save Humanity (PUSH); "Now You See It, Now You Don't: Minority Ownership in an 'Unregulated' Video Marketplace," by Allen S. Hammond; statistics on minority ownership and employment from the National Association of Broadcasters; and a report submitted by Resources, Inc. on minority business involvement in the telecommunications industry. (LMM)

ED 239 601

IR 010 963

**Utilization of a Microcomputer in an Elementary**

**School Learning Resource Centre.**

Edmonton Public Schools, Alberta. Spons Agency—Alberta Dept. of Education, Edmonton. Planning Services Branch.

Pub Date—Jul 83

Note—22p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

**Descriptors**—Elementary Education, Feasibility Studies, Foreign Countries, Interviews, \*Learning Resources Centers, Library Automation, \*Library

Catalogs, Library Collections, \*Microcomputers, \*School Libraries, \*Use Studies

**Identifiers**—Alberta, \*Online Catalogs

A microcomputer and hard disk were used to set up an automated card catalog in an Edmonton (Alberta) elementary school learning resource center to determine if a computerized card catalog would help elementary students to access learning resource materials, thereby enhancing their learning. Instead of using a traditional card catalog, students from grades 1 to 6 typed on the microcomputer the author, title, or subject desired. The computer replied with a list of available center materials as well as their locations. Evaluation included pre- and posttests on computer literacy with a sample of second and fifth grade students, interviews with the teacher/librarian and library aide, teacher and student questionnaires, and records of circulation data, librarian activities, how the librarian and aide spent their time before and after implementation of the project, and capital and maintenance costs. Results showed greater student interest and use of the library, a dramatic increase in the use of the automated card catalog over the traditional type, and more use of non-fiction materials by students in grades 1 to 3. Students were able to access material more easily, and the computerized catalog was less difficult for them to use than the traditional one. An appendix includes data gathering instruments. (Author/LMM)

ED 239 602

IR 010 964

Reggini, Horacio C.

**Logo and Von Neumann Ideas [and] Towards a Humanistic Use of Computers in Education = Hacia una inserción humanista de las computadoras en la educación.**

Pub Date—Sep 83

Note—42p.; Papers presented at the Conference on Computers in Education and Culture (1st, Buenos Aires, Argentina, September 16-18, 1983). Spanish version (for second paper, only) begins on page 30.

Language—English; Spanish

Pub Type—Information Analyses (070) — Opinion Papers (120) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC02 Plus Postage.

**Descriptors**—Computer Oriented Programs, \*Computer Programs, Computers, Computer Science Education, Curriculum Design, Humanistic Education, \*Humanization, \*Learning Processes, \*Programming, \*Programming Languages, Teaching Methods, Values

**Identifiers**—Computer Uses in Education, \*LOGO Programming Language, Von Neumann (John)

The first article, "LOGO and von Neumann Ideas," deals with the creation of new procedures based on procedures defined and stored in memory as LOGO lists of lists. This representation, which enables LOGO procedures to construct, modify, and run other LOGO procedures, is compared with basic computer concepts first formulated by John von Neumann. The second paper, "Towards a Humanistic Use of Computers in Education," argues that integration of computers in classrooms does not necessarily imply an improvement in the quality of education; rather, computer applications must be related to a cognitive view of learning that fosters the development of a harmonious relationship among culture, science, and human values. Some of the principles of LOGO programming system/language are analyzed as it generates a structure through which computers can effectively improve learning conditions while respecting, at the same time, the learner's linguistic and cultural identity. A Spanish translation of the second paper is included. (LMM)

ED 239 603

IR 010 965

Reggini, Horacio C.

**A Revision of Learning and Teaching = Revision del aprender y del enseñar.**

Pub Date—Nov 83

Note—21p.; Translation of Revision del Aprender y del Enseñar published by the Revista del Instituto de Investigaciones Educativas, Buenos Aires, begins on page 14.

Journal Cit—Revista del Instituto de Investigaciones Educativas; v9 n43 Nov 1983

Language—English; Spanish

Pub Type—Information Analyses (070) — Multilingual/Bilingual Materials (171) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

**Descriptors**—\*Computer Assisted Instruction,



\*Epistemology, Instructional Innovation, Instructional Materials, \*Learning Processes, Learning Theories, \*Mathematics Education, \*Media Research, \*Science Education, Teaching Methods  
Identifiers—Lopez Quintas (Alfonso), \*Papert (Seymour)

This review of the findings of recent cognitive science research pertaining to learning and teaching focuses on how science and mathematics are being taught, analyzes how the presence of the computer demonstrates a need for radical rethinking of both the theory and the practice of learning, and points out that if educators fail to consider the cognitive fundamentals of how students learn, computers will not contribute to any genuine improvement in education. A summary of work conducted by Lauren B. Resnick emphasizes her article, "Mathematics and Science Learning: A New Conception," which describes a number of cognitive studies that suggest new approaches to teaching, gives an account of findings obtained from the analysis of multiple observations, and offers views on the learner. A review of research work by Seymour Papert focuses on his views presented in "Mindstorms: Children, Computers, and Powerful Ideas," in which education and computers and the relationship between the two are examined. The ideas of Alfonso Lopez Quintas and several other researchers are briefly noted. Nine references are listed. (Author/LMM)

ED 239 604

IR 010 966

Schure, Alexander

Futures: The Effects of Emerging Communications Technologies upon Education.

Pub Date—Oct 83

Note—45p.; Paper presented at the ED-COMP-CON-83 Conference (Silicon Valley, CA, October 18-20, 1983)

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Computer Oriented Programs, Computers, Engineering Education, Engineering Graphics, Futures (of Society), Information Processing, Instructional Innovation, Microcomputers, Models, Technical Education, \*Technological Advancement

Identifiers—\*Computer Uses in Education

The greatest future impacts of the computer communications technology upon engineering education may exist in its capacity to manage total systems and to extend education beyond current campus borders. Computers can guide learners, professionals, and agencies in education to methods maximized to attain their goals. Sophisticated information processing should result in more efficient decisionmaking processes, more relevant instructional management tools, and increasingly effective manpower-solving procedures. Such potentials should be used in ambitious, far-reaching procedures to affect present-day education, principally by providing accountability and evaluation measures for educational constituencies and by extending educational sites. Once operative, useful information will be available as to what is or is not effective. The criteria must be useful and acceptable to system users, not imposed "a priori" by systems designers. Within the next 25 years, computer graphics communication systems can have universal applications and be an absolute necessity. Without careful planning and intelligent application of this technology, however, results are unlikely to fulfill the potential. To confront this vastly changing world, individuals must learn to use the very tools that are creating the changes. No aspects of education will remain immune to changes created by developments in these fields, which bring both problems and opportunities. (Author/LMM)

ED 239 605

IR 010 968

Levine, Janice Resnick

Microcomputers in Elementary and Secondary Education: A Guide to the Resources.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—IR-65

Pub Date—Aug 83

Contract—400-77-0016

Note—70p.

Available from—Information Resources Publications, 030 Huntington Hall, Syracuse University, Syracuse, New York 13210 (IR-65; \$3.75 plus \$1.50 shipping and handling).

Pub Type—Reference Materials - Bibliographies

(131) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Books, Clearinghouses, \*Computer Assisted Instruction, \*Computer Literacy, \*Computer Programs, Databases, Elementary Secondary Education, Equipment Evaluation, \*Microcomputers, Nonprint Media, Periodicals, Professional Associations, Publishing Industry, \*Reference Materials, Textbooks

Identifiers—\*Courseware Evaluation

Designed for use by educators and school media specialists, this resource guide identifies some of the major sources of information dealing with the use of microcomputers for instructional purposes in elementary and secondary education. It is also intended to serve as an ongoing guide to the location of up-to-date microcomputer information for educators interested in keeping abreast of the field. A brief evaluative description is provided for each of the resources, which are presented in 22 major categories: associations, resource centers, and user groups; information clearinghouses; bibliographies; introductory guides to educational computing; resource guides; directories; indexes and abstracts; periodicals; databases; dictionaries and encyclopedias; yearbooks; conference proceedings; biographical sources; statistical sources/government documents; hardware information resources; software/courseware resources; textbooks; popular and notable books in the field; evaluative articles — the state-of-the-art; sources of book reviews; nonprint materials; and book publishers. Fifteen references are listed, and additional information for each of the resources listed is provided in the bibliography of books, articles, periodicals, and associations which concludes the guide. (BBM)

ED 239 606

IR 010 992

Weaver, Dave, Ed.

MicroSIFT Courseware Evaluations (169-198).

Set 9. Including Subject and Title Indexes Covering Sets 1-9.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Contract—400-83-0005

Note—61p.; For Courseware Evaluations 1-168 (sets 1-8), see ED 226 765 and ED 234 772. Users are encouraged to reproduce the evaluations for further dissemination.

Available from—Northwest Regional Educational Laboratory, 300 SW Sixth Avenue, Portland, OR 97204.

Pub Type—Reports - Evaluative (142) — Reference Materials - Directories/Catalogs (132) — Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Computer Assisted Instruction, \*Computer Programs, \*Course Evaluation, Evaluation Criteria, \*Microcomputers

Identifiers—Courseware Evaluation, \*MicroSIFT, \*Resources in Computer Education, Software Evaluation, \*Software Reviews

This document consists of 30 microcomputer software package evaluations prepared for the MicroSIFT (Microcomputer Software and Information for Teachers) Clearinghouse at the Northwest Regional Educational Laboratory (NWREL). The concise, single-sheet resume describing and evaluating each software package includes source, cost, ability level, subject, topic, medium of transfer, required hardware, required software, instructional purpose, instructional techniques, documentation available, instructional objectives (stated), instructional prerequisites (inferred), content and structure, estimated student time required, potential uses, major strengths, and major weaknesses. (An evaluation summary rates packages on 21 criteria.) The titles of the software packages evaluated are as follows: French Vocabulary Builder (PLATO); Computer Math Activities, Volume 5; Grammar and Writing; Verb Viper; Wordman; Word Invasion; Career Scan IV; Computer Literacy: Introduction (PLATO); Decimals Practice (PLATO); LeVocabulaire Francais; Biology: The Cell; Physics: Elementary Mechanics (PLATO); Tank Tactics; Big Door Deal; Fractions Practice (PLATO); German Vocabulary Builder (PLATO); Pik-Pek-Put; Whole Numbers Practice (PLATO); Personal Graphics; The Factory; Stickybear Numbers; Special Needs, Volume I-Spelling; The Exploring of America Series; Sports Stats; Mind Benders, A3; Spanish Vocabulary Builder (PLATO); Mind Benders, B1; Adver-

tising Techniques; The German and Russian Hangman; and Genetics. (LMM)

ED 239 607

IR 020 056

Vallecito Middle School's Educational Television, Dixie Elementary School District, San Rafael, CA.

Pub Date—84

Note—7p.; Prepared at Vallecito Middle School. Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Demonstration Programs, Educational Television, \*Interdisciplinary Approach, Junior High Schools, Middle Schools, \*News Reporting, Program Descriptions, Program Effectiveness, Public Speaking, Student Motivation, \*Student Participation, \*Student Projects, Teacher Participation, Video Equipment, \*Videotape Recordings

Identifiers—PF Project

Vallecito Middle School in San Rafael (California) has been using video production techniques since 1981, and the staff has observed many positive changes in learning, attitudes, and behavior resulting from the use of television. Videotaping has facilitated learning in science, physical education, English, and social studies classes. Guest experts in many fields have been invited to Vallecito each year and the videotapes of their performances are kept in the school library. School-wide activities were videotaped and stored in the library and during 1982-83 a video yearbook was compiled. The creation of the "What's Up Broadcasting System," in which students presented a videotaped weekly newscast, resulted from the desire to meet the social studies competency concerned with student awareness and appreciation for current events. The program was selected to appear weekly on a local educational television channel. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (EM)

ED 239 608

IR 020 057

Peninsula Academics Program.

Sequoia Union High School District, Redwood City, Calif.

Pub Date—[84]

Note—3p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Demonstration Programs, \*Disadvantaged Youth, Educationally Disadvantaged, \*Electronics Industry, Employment Opportunities, High Schools, \*Job Skills, Program Descriptions, \*School Business Relationship, Skill Development, \*Work Experience Programs

Identifiers—\*Computer Industry, PF Project

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: The Peninsula Academics program helps educationally disadvantaged youth overcome the handicaps of low academic achievement, lack of skills, and chronic unemployment. This is accomplished by providing a high school curriculum that is clearly related to work, training in specific job skills, emphasis on key academic disciplines (English, math, and science), and exposure to real jobs in needy companies through work experience and paid summer employment. The final incentive is that of a job waiting when the student successfully graduates from the program and from high school. Two fields have been selected for the focus of the program: computers and electronics. The program is based at Menlo-Atherton High School (Computer Academy) and Sequoia High School (Electronics Academy); accommodates 30 students per year per academy, beginning with tenth graders; and provides training for three years, through the twelfth grade. It began in the fall of 1981 with the first tenth-grade class, and has expanded to 90 students in each academy this school year. Area firms are contributing loaned lab instructors, funding, equipment, mentors, speakers, field trip sites, and summer jobs. Over twenty such companies are involved, including Hewlett-Packard, Varian, Lockheed, Ampex, and Raychem. Two interim reports on the progress of the students in the Peninsula Academies have been issued by the American Institutes of Research. The conclusions have been very positive. Academies students have better attendance than their host school counterparts, drop out of school less frequently, and are improving their grades and proficiency test pass rates significantly. This is in spite of the fact that most Academy

students are minority and/or disadvantaged, and were selected because they were thought to be drop-out-prone. In addition, students' enthusiasm for school and learning is increasing, and their parents are pleased with the program. Both the school district and the industry representatives agree that a partnership is forming between them. While the program is still in its tryout phase (September 1981 - June 1984), it appears to have an excellent chance for success. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (Author)

**ED 239 609** IR 020 060

Stocker, Charlene

Beginning a Study Investigating Computer Programming.

Area Education Agency 7, Cedar Falls, IA.

Pub Date—[80]

Note—103p.

Pub Type—Guides - Classroom - Learner (051) —

Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Computer Literacy, Elementary Education, Elementary School Mathematics, \*Independent Study, Instructional Materials, Learning Activities, \*Microcomputers, Programmed Instructional Materials, \*Programming, \*Programming Languages, Sequential Approach

Identifiers—Apple (Computer), \*BASIC Programming Language, PF Project

Intended for children from kindergarten through the sixth grade, this booklet teaches about the computer and provides instruction in computer programming in the BASIC language. Thirteen sequential lessons are provided to encourage independent study. Each lesson consists of a set of four pages and explains a BASIC command or statement, presents several activities, and includes a brief test. The booklet is written for use with the Apple microcomputer; however, instructions are given for adapting the material to the TRS-80 and the TI-99 microcomputers. Following the first page, which provides an overview and instructions for the teacher, the student materials are presented. The first lesson includes an introduction, a description of the parts of the computer, and an explanation of BASIC commands. The commands and topics which are covered in the remaining 12 lessons are: "print"; "goto"; "input"; "if then"; writing mathematics programs; "for next"; use of "greater than" and "less than" symbols; random numbers; variables; use of BASIC in mathematics; "gosub"; "read"; and "data." A test answer key and a student contract are included. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (DC)

**ED 239 610** IR 020 061

Dotseth, Karen

Advanced Algebra and Trigonometry: Supplemental Computer Units.

Area Education Agency 7, Cedar Falls, IA.

Pub Date—[80]

Note—16p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Activity Units, \*Algebra, \*Computer Assisted Instruction, High Schools, Learning Activities, \*Mathematical Enrichment, Programming, Secondary School Mathematics, \*Trigonometry

Identifiers—\*BASIC Programming Language, PF Project

A set of computer-oriented, supplemental activities is offered which can be used with a course in advanced algebra and trigonometry. The activities involve use of the BASIC programming language; it is assumed that the teacher is familiar with programming in BASIC. Students will learn some BASIC; however, the intent is to allow students to observe results and to solve problems which usually are not accomplished because of time and difficulty. Nine units present student objectives and activities for the following topics: (1) getting acquainted with the computer (logging on and off, storing programs, learning the keyboard); (2) introduction to BASIC (writing programs); (3) functions and relations (linear functions); (4) systems of equations and inequalities; (5) polynomials; (6) sequences and series; (7) real numbers; (8) exponents and logs; and (9) trigonometry. This document is part of a collection of materials from the Iowa Area Education Agency 7

Teacher Center project. (DC)

**ED 239 611** IR 020 062

Television Production.

El Monte Union High School District, Rosemead, CA.

Pub Date—84

Note—12p.; Prepared at Rosemead High School.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Awards, Closed Circuit Television, Demonstration Programs, \*Educational Television, High Schools, Program Descriptions, Programming (Broadcast), School Activities, Student Projects

Identifiers—PF Project

An overview of the Rosemead High School (California) student-operated educational television system (KRHS) is presented, starting with its inception in 1964. Briefly described are the development of KRHS into a closed-circuit production facility with editing capabilities; awards that KRHS programs have won; places that KRHS student crews have traveled to in order to film documentaries; people who have been interviewed on KRHS; and current and future projects including Computer-Assisted Video Instruction (CAVI). Most of the document consists of six certificates of awards and commendations that KRHS programs have received. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (DC)

**ED 239 612** IR 020 063

Computer Literacy.

San Marcos Unified School District, CA.

Pub Date—84

Note—3p.; Prepared at San Marcos Junior High School.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Computer Assisted Instruction, \*Computer Literacy, Demonstration Programs, Experiential Learning, Interdisciplinary Approach, Junior High Schools, \*Laboratories, \*Microcomputers, Program Descriptions

Identifiers—\*Computer Centers, PF Project

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: After viewing many computer-literacy programs, we believe San Marcos Junior High School has developed a unique program which will truly develop computer literacy. Our hope is to give all students a comprehensive look at computers as they go through their two years here. They will not only learn the parts of the computer, how it works, and the historical and social aspects of computers, but will also gain first-hand experience in using the computer in a variety of ways. A two-week unit in the science classes will cover the technical aspects of the computer, the parts of the computer, and how it works. There will also be a two-week unit in the social studies classes that will trace the technological advances that have occurred in computers up to the present and the computer's impact on us today. In addition, students will be given the opportunity to explore the various uses of the computer as they encounter a minimum of five days of computer hands-on activities in every subject area each year. This is where our new computer lab enters the picture. Over the summer, Room 126 (the old typing room) was transformed into a modern computer lab complete with 18 Apple IIe computers, a CORVUS/Omninet networking system, and two ProWriter printers. Ms. Saunders, as computer-lab coordinator, will assist teachers using the lab and aid in the selection of software. A full-time aide, Mr. Stangarone, was hired to manage the computer system and assure that things run smoothly while students are using the lab. The primary purpose of the computer lab is to assure that students achieve a level of "computer literacy" before they graduate from junior high school. All students will work in the lab up to five periods during the school year in each of their six classes. The activities performed in the lab may include using a word processor, analyzing typing speed and accuracy, creating a musical composition, drill on the states and their capitals, a nuclear power plant simulation, timed math challenges, and others. This means that each student will receive 60 days of hands-on computer activities during their two years with us. More importantly, these activities will be in all classes. It is our belief that students will not only know how to operate a computer; they will also gain an apprecia-

tion for the wide variety of functions the computer can perform. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (Author)

**ED 239 613** IR 020 064

Computer Literacy - Staff Development.

Whittier Union High School District, CA.

Pub Date—84

Note—4p.; Prepared at Whittier High School.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Assisted Instruction, \*Computer Literacy, Computer Managed Instruction, Demonstration Programs, High Schools, \*Inservice Teacher Education, Program Descriptions, School Schedules, \*Staff Development

Identifiers—PF Project

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: Because of budgetary constraints, we were forced to have a daily schedule which gave all teachers a common conference period. The conference periods occurred either at the beginning of the school day ("A" period) or at the end of the school day ("Z" period). The regular schedule with periods one through five were scheduled between the "A" and "Z" periods. Although this schedule posed many problems, it allowed us to plan an effective staff-development program. Until the advent of the "A" period-"Z" period common conference periods, it was difficult to provide an in-depth, continuous staff-development program. It was our good fortune at Whittier High School to have two very knowledgeable computer literacy teachers who were already teaching the computer literacy class to the students. But the administration felt some frustration in not being able to provide a similar opportunity to the teaching staff. As the master schedule was being finalized for the 1983-84 school year, the principal seized upon the idea of pulling two teaching hours out of the master schedule to devote to computer literacy instruction for the teaching staff. One computer literacy teacher was assigned an "A" period teaching assignment and a similar arrangement was established for the other computer literacy teacher to teach during "Z" period to those teachers who had no teaching assignment at this time. Thus, by the end of the first semester 1983-84, all staff members received an in-depth, continuous instructional program in computer literacy. Our objective is to infuse the use of the computer into all areas of the curriculum. It is our feeling that the first phase of this effort was the successful instruction of the staff. The staff of seventy teachers and administrators now has a working knowledge of the computer and has begun to appreciate its value in the application of computer-assisted instruction. In addition to using the computer for CAI, the staff can now employ its use in computer-assisted management for computing grades, attendance, and other types of recordkeeping. These teachers also realize that the computer is not only a tool to be used in mathematics and science, but it is a tool to be used in all areas of the curriculum. This phase, having been accomplished by the end of the first semester 1983-84, opens the way for us to begin the second phase of the computer literacy plan—infusion in all areas of the curriculum. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (Author)

**ED 239 614** IR 020 067

Computers on Wheels.

Rosemead Elementary School District, CA.

Pub Date—84

Note—2p.; Prepared at Emma W. Shuey School.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Computer Assisted Instruction, \*Computer Literacy, \*Cross Age Teaching, Demonstration Programs, Elementary Education, \*Microcomputers, \*Mobile Laboratories, Program Descriptions, Tutoring

Identifiers—PF Project

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: How does a school provide the computer learning experiences for students given the paucity of available funding for hardware,

software, and staffing? Here is what one school, Emma W. Shuey in Rosemead, did after exploratory research on computers by a committee of teachers and administrators. The computers come to the students! Computers are on three mobile carts—one carrying an Apple IIe, the second a Commodore 64, and the third holding six Commodore VIC-20 machines linked to a disk drive. Room was not available for a computer lab or the staffing for such a lab; thus, the necessity for placing computers on "wheels." Student assistants from the 5th and 6th grades roll out the computers from the library each morning to various classes. The program started with the 5th and 6th graders getting familiar with both the operation of each computer and its supporting software. These students now serve as a cadre of tutors to help those in the lower grades. The use of lightweight earphones allows each computer user aural feedback without disturbing other students in the same classroom. The educational goal is to give each student in the school repeated opportunities for learning experiences on the computer. In addition to becoming proficient in basic computer operations, computer-assisted instruction is being accomplished in various subject areas. Starting with the 5th and 6th graders in October, the program expanded to include 2nd, 3rd, and 4th graders in January. There have also been community computer nights providing parents and friends with the opportunity to visit the classroom and share their children's learning experiences. In addition, a computer club meets twice a week learning some basics in programming. This computer program—one that sends the computers to the students—has worked very smoothly. Enthusiasm runs high with both students and teachers. Looking to the future, the computer committee seeks to enrich this program even further. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (Author)

ED 239 615

IR 050 570

Ogunshye, F. Adetoun

**A Perspective from Developing Countries. Background Paper No. 3.**

Pub Date—82

Note—86p.; Paper prepared for The World Bank Education Sector Seminar on the Development of School Media Services in Elementary and Secondary Education (Washington, DC, October 19, 1982). Best copy available; parts of appendices marginally legible.

Pub Type—Opinion Papers (120)—Reports—Descriptive (141)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—\*Developing Nations, Elementary Secondary Education, Guidelines, \*Learning Resources Centers, \*Library Instruction, Library Planning, \*Library Services, \*Library Skills, Problems, Program Descriptions, \*School Libraries Identifiers—\*Nigeria

This paper describes the problems, services, and role of school libraries and media centers in the developing countries, and an experimental research project at the Abadina Media Resource Center (AMRC) in Nigeria. Six problems facing developing countries in the provision of school media services are discussed. An overview of the present state of school library service, based partially on international surveys conducted by Jean Lowrie and Laverne Carroll in 1972 and 1982 respectively, covers standards, manuals of practice, resources, staffing, national associations, administration, and funding. The Abadina research project is described as an investigation into the effects of providing library skills education in primary schools for children of different socioeconomic backgrounds. AMRC activities and services are also described. Among the recommendations outlined for developing countries are the introduction of national policies and legislation establishing multipurpose media resource centers, the adoption of the local language as one of the official media center languages, the integration of book and audiovisual resources, and the introduction of library user education into primary and secondary school programs. Appendices comprise a chart outlining school media provision in selected developing countries, subject lists for multimedia collection development in support of a Nigerian primary school curriculum and for multimedia functional literacy packages, and a 161-item bibliography. (ESR)

ED 239 616

IR 050 573

Mahar, Mary Helen

**The Teaching-Learning Role of Media Centers/Libraries. Background Paper No. 1.**

World Bank, Washington, D. C.

Pub Date—Jan 82

Note—95p.; Paper prepared for The World Bank Education Sector Seminar on the Development of School Media Services in Elementary and Secondary Education (Washington, DC, October 19, 1983).

Pub Type—Information Analyses (070)—Reports—Descriptive (141)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—\*Developed Nations, \*Developing Nations, \*Educational Benefits, Elementary Secondary Education, Federal Aid, Independent Study, \*Learning Resources Centers, \*Program Effectiveness, Program Evaluation, Research Projects, \*School Libraries

Identifiers—\*Impact Studies, United States

This paper summarizes research and publications on the benefits of providing elementary and secondary school media centers and libraries in developed and developing nations. Summaries of five research studies on the impact of media centers/libraries on teaching and learning provide information on research activities in the United States and Latin America. Also summarized are evaluative studies and reports on the effects of U. S. government programs developed under Titles II and IV-B of the Elementary and Secondary Education Act, which covered school library resources, textbooks, and other instructional material. A second section presents quotations from a number of formal professional statements which indicate that media centers can substitute for traditional classroom experience and can support independent learning. Publications from the United Nations Educational, Scientific, and Cultural Organization (UNESCO), the International Federation of Library Associations (IFLA), and other authorities are included; descriptions of specific media centers in various countries are also provided. A final section briefly outlines some examples of recent progress in school library programs in eight developing countries, while an amendment describes four education research projects in developing countries. Also presented are an introductory essay, an extensive abstract, a 30-item bibliography, and the addresses and contact persons for two relevant international library organizations. (ESR)

ED 239 617

IR 050 576

**Branch Libraries in ARL Institutions. SPEC Kit 99.**

Association of Research Libraries, Washington, D.C. Office of Management Studies.

Pub Date—Dec 83

Note—115p.

Available from—Association of Research Libraries, Office of Management Studies, Systems and Procedures Exchange Center, 1527 New Hampshire Ave., NW, Washington, DC 20036 (\$15.00 per copy for nonmembers; \$7.50 per copy for members).

Pub Type—Collected Works—General (020)—Opinion Papers (120)—Reports—Research (143)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Academic Libraries, \*Branch Libraries, \*Centralization, \*Decentralization, Higher Education, \*Library Administration, \*Library Automation, Library Surveys, Position Papers, Program Descriptions

Identifiers—Library Statistics

In response to a May 1983 Association of Research Libraries (ARL) survey, 94 university library members (90% of this category of ARL membership) provided information and documents about current library branches, changes during the last 5 years, and current and planned automation activities. It was found that 63 respondents (68%) considered their library systems centralized, with a main library and/or central processing facilities; that 94 respondents listed 1,008 branches with either centralized systems administering an average of 6.4 branches or decentralized systems administering an average of 12.6 units; and that 58 libraries (65%) reported branch library automation, with most projects involving circulation systems (40) and on-line catalogs (14). This document presents survey results; policy statements regarding branch libraries from Iowa State University and University of Kentucky; documents on closing or consolidating branches from Ohio State University, University of

Cincinnati, and Queen's University; documents on establishing new branches from University of Chicago, University of New Mexico, and State University of New York, Albany; and documents on automation from Queen's University and University of Texas, Austin. Also provided are a 7-item bibliography on branch libraries, centralization, and decentralization; a concise summary of related issues and trends; and an evaluation sheet for this ARL Systems and Procedures Exchange Center (SPEC) kit. (ESR)

ED 239 618

IR 050 577

Bard, Therese Bissen Leide, John E.

**Elementary School Students' Preferences for Distinguished Children's Books.**

Pub Date—Jun 83

Note—15p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Books, \*Children's Literature, Elementary Education, Library Circulation, Reading Ability, \*Reading Achievement, \*Reading Material Selection

Identifiers—Hawaii, Stanford Achievement Tests

This study identified distinguished children's books read by students attending two elementary schools in Honolulu, Hawaii, and analyzed the effect of reading ability on children's choice of reading material. Average reading scores on the Stanford Achievement Test (SAT) were above the norm for students attending one school and at or below the norm for students attending the other school. Data were collected from filled library circulation cards that the school librarians had retained for a 5-year period from September 1975 to June 1979. "Distinguished" books were defined as children's classics, award-winning titles, and honor books. Titles were divided into five categories: Easy Fiction, Juvenile Fiction, Folk Literature and Fairy Tales, Poetry and Verse, and Information and Concept Books. Significantly more titles classified as easy circulated to students attending the school with lower average reading scores, while significantly more titles classified as juvenile fiction circulated to students attending the school with higher average reading scores. The data indicated that reading ability is an influential factor in elementary school students' preferences for distinguished children's books. A list of 88 distinguished titles that circulated frequently and a 6-item bibliography are included in this report. (Author/ESR)

ED 239 619

IR 050 578

Bard, Therese Bissen

**School Libraries in Hawaii.**

Pub Date—Nov 83

Note—14p.; Paper prepared for the UNESCO Working Group on Development of School Libraries in Oceania (Suva, Fiji, November 7-11, 1983).

Pub Type—Reports—Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Check Lists, Educational History, Elementary Secondary Education, \*Learning Resources Centers, \*Library Education, \*Library Instruction, \*Library Role, Library Services, Library Skills, Program Descriptions, \*School Libraries, \*State Programs, Statewide Planning Identifiers—\*Hawaii

This paper outlines the history, functions, administration, and current focus of school library services in Hawaii, which is the only state in the United States with a library staffed by a trained librarian in every public school. Its first school library was established in 1882. Elementary school libraries developed concurrently with secondary school libraries and these libraries have always included both print and nonprint materials in their collections. School library centers in Hawaii perform a triple function as materials, instructional, and service centers, with a wide range of activities grouped under these functions. Since 1959 the Director of School Library Services in the Department of Education has provided the leadership for school library development. The Office of School Library Services, in conjunction with the University of Hawaii's Graduate School of Library Studies, is responsible for providing workshops and seminars to upgrade school librarians' skills. The office also publishes guides and manuals and serves as a consultant for advising and assisting school librarians and administrators. Placement of the School Library Services Program under the Office of Instructional Services in 1977 (rather than under the State Librarian) has



resulted in increased emphasis on library skills instruction in Hawaii's elementary and secondary schools and the integration of this instruction with the regular school curriculum. (ESR)

ED 239 620 IR 050 579

Bergeson, Alan O.

**Circulation Aide Training Manual.**

College of DuPage, Glen Ellyn, Ill.

Pub Date—Nov 82

Note—16p; Best copy available. Prepared at the Learning Resources Center.

Pub Type—Guides - Classroom - Learner (051) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Guidelines, Individual Instruction, \*Learning Resources Centers, Library Collections, \*Library Technicians, \*On the Job Training, Open Book Tests, Postsecondary Education, Work Sample Tests

Identifiers—Library of Congress Classification, \*Shelving Practices, \*Student Assistants

This training manual provides instruction on shelving and other duties for student assistants in the learning resources center at the College of DuPage, located in Illinois. It is noted that prospective student circulation aides are required to read the manual and pass a written test on policies and procedures before they are allowed to shelve materials. The manual is divided into nine sections, including: (1) general instructions; (2) a general description of duties; (3) a description of the Library of Congress (LC) classification system, with an explanation of the component parts of an LC call number and a list of basic rules of shelving using the LC system; (4) an overview of the types of collections in the learning resources center; (5) a list of specific shelving procedures; (6) a list of shelving procedures for special collections; (7) a series of final reminders for student assistants; (8) a list of procedures for training student aides; and (9) an open-book quiz on policies and procedures covered in the student aide training manual. (ESR)

ED 239 621 IR 050 580

Ison, Bill V.

**Circulation Policies of Some State-Supported Academic Libraries in Idaho, Illinois, Indiana, Iowa, Montana, South Dakota and Washington.**

Pub Date—[82]

Note—30p; Best copy available.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Libraries, Fines (Penalties), Higher Education, Interviews, \*Library Circulation, Library Research, Library Surveys, \*Position Papers, \*State Colleges

Identifiers—\*Illinois, \*Library Procedures, Library Users, United States (Midwest), United States (West)

Eighteen state-supported academic libraries, primarily in Illinois but also in other midwestern and western states, were contacted by letter (14) or by telephone (4) in order to obtain information on their circulation policies and procedures. Fifteen libraries responded by sending copies of their policies. Information was also collected by visiting and talking with circulation librarians in some of these libraries. This document outlines findings of the investigation. Sections cover: (1) general statements of library circulation policy as found in policy statements or state administrative codes; (2) types of users allowed to borrow library materials; (3) loan periods for books; periodicals; reserve materials; browsing room books and materials; newspapers; maps, pictures, and pamphlets; records; government documents; microforms; instructional materials and juvenile books; and these; (4) fines and fees for the same categories of materials; (5) charges for lost materials; and (6) policies for dealing with unclear records, i.e., student records which note unpaid library bills. A summary of the circulation procedures reported and a list of six references conclude the document. (ESR)

ED 239 622 IR 050 581

Stewart, Byron

**The Development of the Missouri Documents**

**Depository System: 1971-1977.**

Pub Date—Dec 83

Note—127p; Master's Thesis, University of Missouri, Columbia.

Pub Type—Dissertations/Theses - Masters Theses (042) — Legal/Legislative/Regulatory Materials (090) — Tests/Questionnaires (160)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Depository Libraries, \*Government Publications, Library Associations, Lobbying, Program Development, Program Implementation, Questionnaires, Records (Forms), \*State Legislation, State Libraries, \*State Programs, State Surveys

Identifiers—\*Legislative History, \*Missouri

This description of the development from 1971 to 1977 of a state documents depository system in Missouri covers: (1) initial planning efforts by Meryl Atterberry (government documents librarian at the Missouri State Library) and the Missouri Library Association (MLA) State Documents Depository Legislation Subcommittee; (2) the distribution of a questionnaire on availability of state documents and a subsequent survey to determine libraries' interest in becoming depository libraries; (3) legislative lobbying by librarian and student organizations, particularly the Associated Students of the University of Missouri (ASUM); (4) the passage of legislation authorizing a state depository program; (5) the selection of depository libraries and implementation of the program; (6) the initial shipments of depository materials; and (7) the establishment of depository rules and regulations. A chronology of events is provided. Appendices include copies of draft bills, bills, and the resulting statute and regulations establishing the state depository system; sample questionnaires; a sample application for depository designation; a map and a list of the original depository libraries; a 1977 list of core state documents; a copy of the first shipping list; and samples of a depository agreement and a depository selection list. (ESR)

ED 239 623 IR 050 583

Cote, Camille

**School Libraries in Quebec.**

Pub Date—[83]

Note—11p; Paper presented at the Summer Conference of the Canadian Library Association (Winnipeg, Manitoba, Canada, June 1983).

Pub Type—Opinion Papers (120) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Legislation, Financial Support, Foreign Countries, \*Government School Relationship, Librarians, Position Papers, \*Problems, \*School Libraries, State Aid

Identifiers—Canada, Library Funding, \*Quebec

This paper briefly reviews the development and current problems of school libraries in Quebec with emphasis on trends since 1960. The provisions of the 1960 "Code Scolaire" for school libraries are outlined (in French). Also listed (in French) are recommendations concerned with school libraries from "Le Rapport Parent," a mid-1960's report calling for improvements in Quebec's educational system. School library funding and staffing limitations in the 1980's are described, and it is noted that library schools in Quebec give little emphasis to the training of school librarians. A final section lists (in French) 16 conclusions from the 1981 Jomphe Report, which outlined the underdeveloped state of Quebec's school libraries. (ESR)

ED 239 624 IR 050 584

Correll, Lou P.

**Study of a Library and Information Science Academic Program Accredited by State (TEA), Regional (SACS), and National (NCATE) Accrediting Associations.**

Pub Date—Dec 83

Note—34p.

Pub Type—Reports - Descriptive (141) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Certification, Competence, Educational Media, \*Educational Technology, Elementary Secondary Education, Higher Education, Learning Resources Centers, Library Education, \*Library Schools, Library Science, \*Media Specialists, \*Personnel Evaluation, Questionnaires, Surveys

Identifiers—\*East Texas State University, \*Texas Following the substitution of a Learning Resources Specialist's (LRS) certification for the traditional school librarian's certification in Texas and the subsequent merging of the Departments of Library and Information Science (LIS) and Educational Media and Technology (ETEC) at East Texas State University (ETSU), the immediate supervisors of 28 1980-1983 ETSU graduates were interviewed by telephone to obtain information on the competencies demonstrated by the graduates. Educational media and technology graduates were subjects of

evaluation as well as library and information science graduates. Four of the graduates were working as classroom teachers, the remainder as media specialists. On a five-point scale ranging from strong/positive to weak/negative, it was found that strong/positive ratings were assigned to most of the graduates in five areas: management competencies (82% rated as strong/positive); leadership abilities (82%); teaching competencies (79%); professional growth (75%); and personal qualities (82%). None of the graduates were reported as being below average or weak/negative in any of the five overall assessments. Additional supervisor comments were also found to be very positive. This report describes the development of the LRS certification process and the resulting changes at ETSU as well as the survey methodology and findings. A two-item bibliography and a sample supervisor evaluation form are provided. (ESR)

ED 239 625 IR 050 585

Kula, Sam

**The Archival Appraisal of Moving Images: A RAMP Study with Guidelines.**

United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.

Report No.—PGI-83/WS/18

Pub Date—83

Note—134p.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Archives, \*Evaluation Methods, Film Libraries, \*Films, Guidelines, \*International Programs, \*National Programs, Policy Formation, Program Descriptions, \*Selection

Identifiers—\*Records Management

Produced as part of the United Nations Educational, Scientific, and Cultural Organization (UNESCO) Records and Archives Management Programme (RAMP), this publication provides government and non-government archivists and records managers with a comparative study of past and present policies and practices for selecting moving images for preservation, and with a series of guidelines based upon the most widely accepted of these policies and practices. Sections cover: (1) the history and organization of moving image archives; (2) appraisal or selection standards for motion pictures and their acceptance in archival theory; (3) categorization of archival moving images by provenance, function, and form; (4) moving image appraisal policies and practices recommended by UNESCO and those utilized in the United States, Czechoslovakia, the USSR, Argentina, Malaysia, Canada, and West Germany; (5) the relationship of records management and the appraisal of moving images; and (6) the appraisal of documentation related to the moving images, e.g., production files and critical reviews. Also provided are a series of 14 conclusions related to the appraisal and archival retention of moving images and a bibliography listing publications by more than 250 authors. (ESR)

ED 239 626 IR 050 592

**Opening Statements and Speeches. Plenary Session. Papers.**

International Federation of Library Associations, The Hague (Netherlands).

Pub Date—Aug 83

Note—137p. Papers presented at the Annual Conference of the International Federation of Library Associations (49th, Munich, West Germany, August 21-27, 1983). For other papers presented at this conference, see IR 050 593-601.

Language—English; French

Pub Type—Opinion Papers (120) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Academic Libraries, \*Computers, Developing Nations, Foreign Countries, Global Approach, Information Science, \*International Organizations, Library Associations, Library Automation, Library Role, Public Libraries, \*Technological Advancement, \*Telecommunications

Identifiers—\*Information Technology, Information Transfer, Scientific and Technical Information, Universal Availability of Publications, USSR Official opening statements, organizational reports, and papers on libraries in a technological world, which were presented at the 1983 International Federation of Library Associations (IFLA) conference include: (1) welcoming addresses by Franz Georg Kaltwasser and Mathilde Berghof-

er-Weichner; (2) opening speeches by Else Granheim (IFLA president) and Jacques Tocatlain (UNESCO representative); (3) a financial report by M.-L. Bossaut (IFLA treasurer); (4) a report by the Secretary General on 1981-82 trends in IFLA programs, activities, support, and finances; (5) a progress report from the IFLA International Office for UAP (Universal Availability of Publications) by M. B. Line and S. Vickers; (6) a report by Edward Huk Tee Lim on the UNESCO/IFLA pre-session seminar on "University Libraries in Developing Countries—Structure and Function in Regard to Information Transfer for Science and Technology"; (7) "The Significance of Information Science for the Theory and Practice of Librarianship" by Thomas J. Galvin (United States); (8) "Problemes et Questions de l'Usager face aux Bibliothèques dans un Monde Technicien" (Problems and Questions in the Usage of Libraries in a Technological World) by W. Knopp (West Germany—paper in French); (9) "From the Well to the Tap," in which Denis Varlot (France) discusses future impacts of technology on libraries, librarians, and the production, storage, and consumption of information; (10) "Activities of Libraries in the Developed Socialist Society in the Meeting of Readers' Needs in Conditions of Scientific and Technical Progress" by N. S. Kartashov (USSR); and (11) reports from sections and round tables belonging to the IFLA Division on Libraries Serving the General Public. (ESR)

#### ED 239 627 IR 050 593 Bibliography Section. Bibliographic Control Division. Papers.

International Federation of Library Associations, The Hague (Netherlands).  
Pub Date—Aug 83

Note—71p.; Papers presented at the Annual Conference of the International Federation of Library Associations (49th, Munich, West Germany, August 21-27, 1983). For other papers presented at this conference, see IR 050 592-601.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)  
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Cataloging, Developing Nations, Foreign Countries, Guidelines, \*International Organizations, Library Associations, Program Descriptions, \*Standards

Identifiers—Access to Information, International Federation of Library Associations, \*National Bibliographies, \*Universal Bibliographic Control, West Germany

Papers on national bibliographies and bibliographic control, which were presented at the 1983 International Federation of Library Associations (IFLA) conference, include: (1) "Bibliographic Control of IFLA Publications: Retrospective and Current" by Mona Madsen (Denmark), which outlines types of IFLA documents, existing bibliographies, and methods of retrieving information on the earliest communications and also reports the recommendations of the working group on bibliographic control of IFLA communications; (2) "Retrospective National Bibliographies in the Context of Universal Bibliographic Control," in which Marcelle Beaudiquez (France) presents recommendations by the IFLA Section on Bibliography for producing cumulative volumes of current national bibliographies and an annotated inventory of retrospective national bibliographies; (3) "Different Outputs and Possible By-Products of Automated National Bibliographies," as illustrated by the Deutsche Bibliothek by Dieter Wolf (West Germany); (4) "National Standards as an Aid to Bibliographic Control in the FRG [Federal Republic of Germany]" by Karl Wilhelm Neubauer (West Germany), which describes the history of standardization in German libraries and the types of standards and cataloging rules currently used for bibliographic control; and (5) "Developments in National Bibliographies since the Paris Congress of 1977" by Richard H. A. Cheffins (United Kingdom), which reports on production of Third World national bibliographies, Cataloging-in-Publication (CIP) programs, and development of retrospective national bibliographies. (ESR)

#### ED 239 628 IR 050 594 Classification and Subject Cataloguing Section. Bibliographic Control Division. Papers.

International Federation of Library Associations, The Hague (Netherlands).  
Pub Date—Aug 83

Note—99p.; Papers presented at the Annual Conference of the International Federation of Library

Associations (49th, Munich, West Germany, August 21-27, 1983). For other papers presented at this conference, see IR 050 592-601.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)  
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Automatic Indexing, \*Cataloging, Databases, Developing Nations, \*Filing, Foreign Countries, \*Indexing, \*International Organizations, Library Associations, Program Descriptions, Standards, \*Subject Index Terms  
Identifiers—Information Technology, \*PRECIS, United Kingdom, West Germany

Papers on classification and subject cataloging which were presented at the 1983 International Federation of Library Associations (IFLA) conference include: (1) "PRECIS: Basic Principles, Function, and Use," in which Derek Austin (United Kingdom) describes the automated subject indexing system developed for use in the "British National Bibliography"; (2) "The PRECIS Project of the Deutsche Bibliothek [at] Frankfurt am Main," in which Bernd Maassen (West Germany) outlines project background and activities as well as criticisms of PRECIS; (3) "Computer-Aided Subject Cataloging at the Deutsche Bibliothek in Frankfurt am Main," a review by Barbara Kelm (West Germany) of indexing principles, computer-generated indexing aids, central information services of the Deutsche Bibliothek, and possibilities for cooperative subject cataloging; (4) "Waiting for Technology: An Overview of Bibliographic Services in the Third World," in which Dorothy Anderson discusses the introduction of information technology and library development in the Third World; (5) "Problems in the Cataloguing of the Products of Rapidly Changing Technologies: With Special Reference to Machine-Readable Files" by Lenore Coral (United States), which discusses different methods for cataloging machine readable databases; and (6) "International Bibliographic Filing Principles and Rules" by Ernst Kohl (West Germany), which describes standardization of bibliographic filing rules and the development of International Standard ISO 7154. (ESR)

#### ED 239 629 IR 050 595 Acquisition and Exchange Section. Collection and Services Division. Papers.

International Federation of Library Associations, The Hague (Netherlands).  
Pub Date—Aug 83

Note—99p.; Papers presented at the Annual Conference of the International Federation of Library Associations (49th, Munich, West Germany, August 21-27, 1983). For other papers presented at this conference, see IR 050 592-601.

Pub Type—Reports - Descriptive (141) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC04 Plus Postage.  
Descriptors—Foreign Countries, \*International Organizations, International Programs, \*Library Acquisition, Library Associations, \*Library Cooperation, Library Expenditures, Library Surveys, \*Professional Training, Program Descriptions, Research Libraries

Identifiers—Access to Information, \*Book Exchange, China, South Asian Materials, United States, \*Unpublished Materials, West Germany  
Papers on library acquisitions, cooperative collection development, and the international exchange of publications, which were presented at the 1983 International Federation of Library Associations (IFLA) conference, include: (1) "Acquisition of South Asian Materials for the Libraries of North America and Europe: Problems, Prospects, and Perspectives," an outline by Sharad Karkhanis (United States) of difficulties in and recommendations for the acquisition of South Asian materials, which includes lists of relevant bibliographies, book review journals, and book suppliers; (2) "Cooperative Collection Development in the U.S.A.: The Example of Colorado" by Geri Schmidt (United States); (3) "The Collection Bibliographic Control and Accessibility of Grey Literature," in which D. N. Wood (United Kingdom) describes national, international, and commercial systems developed to improve access to literature not available through normal book-selling channels; (4) "International Exchange of Publications in the Library and Information System of the Chinese Academy of Sciences" by Zhai Zongshu (China); (5) "Present Problems in Foreign Literature Acquisition for Research Libraries in the Federal Republic of Germany," a discussion by Dieter Oertel (West Germany) of budget limitations

and cancellation of orders in German university libraries; and (6) "Study on the Problem of the In-Service Training of Acquisitions and Exchange Staff in Libraries: Professional Requirements, Training Problems" by Boris P. Kanevsky (USSR). (ESR)

#### ED 239 630 IR 050 596 Official Publications Section. Collections and Services Division. Papers.

International Federation of Library Associations, The Hague (Netherlands).  
Pub Date—Aug 83

Note—68p.; Papers presented at the Annual Conference of the International Federation of Library Associations (49th, Munich, West Germany, August 21-27, 1983). For other papers presented at this conference, see IR 050 592-601.

Language—English; C—Scriptive (141) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.  
Descriptors—\*Automation, \*Databases, Developing Nations, Foreign Countries, Government (Administrative Body), \*Government Publications, \*International Organizations, Library Associations, Library Surveys, \*National Programs, Online Systems, Program Descriptions, Use Studies

Identifiers—Access to Information, \*Electronic Publishing, France, Information Technology, Morocco, \*United Nations, West Germany

Papers on official publications (government documents), automation, and electronic publishing, which were presented at the 1983 International Federation of Library Associations (IFLA) conference, include: (1) "The Automation of Documentation as It Relates to Official Publications and Its Importance in a Developing Country" by Ahmed Fassi-Fihri (Morocco), which describes the planned development of a decentralized computer system at Morocco's National Centre for Documentation; (2) "Electronic Publishing: Impact on Libraries," in which David Russon (United Kingdom) outlines types of electronic publishing and its impact on library equipment purchases, library staff, access to information, archival practices, copyright, and related issues; (3) "The Computerization of Administrative Documents in France and Citizen Information," in which Pierre Pelou (France) outlines the conceptual framework of the computerization of French government activities, the categories of telematically available data, and foreseeable data processing developments in the field of information; (4) "Use of International Documents in Developing Countries," a report by Luciana Marulli-Koenig on a survey of libraries and users in Colombia, Malaysia, and Morocco in order to determine the impact of literature produced by United Nations organizations and the effectiveness of their dissemination and bibliographic control practices; and (5) "Amtliche Veröffentlichungen in der Bundesrepublik Deutschland" (Official Publications in the Federal Republic of Germany) by Siegfried Detemple (West Germany—paper in German). (ESR)

#### ED 239 631 IR 050 597 Rare and Precious Books and Documents Section. Collections and Services Division. Papers.

International Federation of Library Associations, The Hague (Netherlands).  
Pub Date—Aug 83

Note—142p.; Papers presented at the Annual Conference of the International Federation of Library Associations (49th, Munich, West Germany, August 21-27, 1983). For other papers presented at this conference, see IR 050 592-601.

Language—English; German  
Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC06 Plus Postage.  
Descriptors—\*Cataloging, Databases, Foreign Countries, \*International Organizations, Library Associations, \*Library Catalogs, \*Library Collections, Online Systems, Preservation, Special Libraries, Union Catalogs

Identifiers—Austria, Czechoslovakia, East Germany, France, Incunabula, Italy, \*Machine Readable Cataloging, Manuscript Collections, \*Rare Books, West Germany

Papers on rare and precious books and documents, which were presented at the 1983 International Federation of Library Associations (IFLA) conference, include: (1) "Report on the State of Work on the Union Catalogue of Incunabula (GW) and Progress in the International Cataloguing of In-

cinabula" by Ursula Altmann (East Germany); (2) "Survey of Incunabula in France-Progress So Far" by Ursula Baumeister (France); (3) "Census of Italian XVth Century Editions: A Progress Report" by Maria Sico (Italy); (4) "The Central Catalogue of Historical Libraries in the Castles of Bohemia and Moravia" by Jaroslav Vrchota (Czechoslovakia); (5) "Buchmuseen: Ihre Probleme und ihre Beziehungen zu Bibliotheken" (Book Museums: Their Problems and Their Relationship to Libraries) by Jaroslav Vrchota (Czechoslovakia—paper in German); (6) "Retrospektive, Maschinenlesbare Katalogisierung in München und Göttingen" (Retrospective, Machine-Readable Cataloging in Munich and Göttingen) by Klaus Haller (West Germany—paper in German); (7) "Technological Advances in Librarianship and Printing and the Teaching of the History of the Book" by Richard G. Landon (Canada); (8) "Computer Technology as Applied to Rare Book Cataloging" by Stephen Paul Davis (United States); (9) "The Curator's Point of View," an outline by Karl Dachs (West Germany) of librarians' and curators' concerns related to rare book preservation and conservation; (10) "The Incunabula Catalog of the Bavarian State Library" by Elmar Hertrich (West Germany); (11) "Progress Report on the ISTD (Incunabula Short Title Catalog)" by L. Hellings (United Kingdom); and (12) "Der Gegenwärtige Stand der Handschriftenbeschreibung in Österreich" (The Present State of Manuscript Description in Austria) by Otto Mazal (Austria—paper in German). (ESR)

#### ED 239 632 IR 050 598

##### Serials Publications Section. Collections and Services Division. Papers.

International Federation of Library Associations, The Hague (Netherlands).

Pub Date—Aug 83

Note—53p; Papers presented at the Annual Conference of the International Federation of Library Associations (49th, Munich, West Germany, August 21-27, 1983). For other papers presented at this conference, see IR 050 592-601.

Language—English; French

Pub Type—Opinion Papers (120) — Reports - General (140) — Speeches/Meeting Papers (150) EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Cataloging, Evaluation Criteria, Foreign Countries, Guidelines, International Organizations, International Programs, Library Associations, Library Surveys, Library Technical Processes, National Libraries, Online Systems, Serials

Identifiers—International Serials Data System,

\*International Standard Book Description, Italy

Papers on serials and their bibliographic control,

which were presented at the 1983 International

Federation of Library Associations (IFLA) conference,

include: (1) "ISDS [International Serials Data

System] and the National Bibliography," in which

Ross Bourne (United Kingdom) describes ISDS development,

the distinctive features of serials in bibliographic

terms, and the differences between ISDS

records and those created under the auspices of the

International Standard Book Description for Serial

Publications; (2) "Automated Serials Check-in System

in the European University Institute of Florence,"

in which Brigitte Grafflin and Corrado

Pettenati (Italy) describe ordering, check-in, claim-

ing, and other operations in this institute's automated

serials control system; (3) "A Methodology for the

Evaluation of Serials Control Systems," an

outline by J. E. Rush and R. S. Tannehill of an

eight-phase methodology for evaluating serials control

systems, particularly online systems, as part of

formal and informal procurement processes; and (4)

"Etude sur le Traitement des Publications en Série

par les Centres ISDS et les Agences Bibliographiques

Nationales" (Study on the Processing of

Serial Publications by the ISDS Centers and National

Library Agencies), a summary (in French) by

Christine Girard (France) of a publication which

describes a 3-year study of the relationship between

ISDS centers and national libraries in the serial cataloging

process, based on findings from a questionnaire

sent to institutions in 47 countries. (ESR)

#### ED 239 633 IR 050 599

##### Library Schools and Other Training Aspects Section. Education and Research Division. Papers.

International Federation of Library Associations,

The Hague (Netherlands).

Pub Date—Aug 83

Note—68p; Papers presented at the Annual Conference

of the International Federation of Library

Associations (49th, Munich, West Germany, August 21-27, 1983). For other papers presented at this conference, see IR 050 592-601.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Computers, Curriculum, Foreign

Countries, Information Science, International

Organizations, Library Associations, Library

Education, Library Schools, Professional Continuing

Education, Program Descriptions, Technological

Advancement, Telecommunications

Identifiers—Canada, Czechoslovakia, Information

Technology, Poland, United Kingdom, United

States, West Germany

Papers on the education and training of librarians,

which were presented at the 1983 International

Federation of Library Associations (IFLA) conference,

include: (1) "The Role of New Technology in the

Librarianship Syllabus," in which J. A. Large and

R. F. Guy (United Kingdom) describe possible

problems related to the integration of new technology

in library school curricula and the experience of

introducing such instruction at the College of Librarianship

Wales; (2) "Teaching New Technologies: Whose Role Is It?"

in which G. Edward Evans (United States) outlines his

view that library schools must teach students about

operations, applications, and use of information/telecommunications

technology; (3) "The Codified System of Post-School

Training of Librarians in the Slovak Socialist Republic,"

a report by Horst Hög (Czechoslovakia) on that country's

permanent cyclical continuing education system for

librarians; (4) "Comparative Trends in Library and

Information Science Curricula in the USA, Canada, and

the Federal Republic of Germany—A Study Originating

from the IFLA Project 'Equivalency and Reciprocity,'" in

which Diann D. Rusch focuses on educational requirements

and specializations and on the response of library schools

to changes in the job market; and (5) "The Training of

Librarians for Technological Society. Polish Experience and

Problems" by Stefan Kubow (Poland). (ESR)

#### ED 239 634 IR 050 600

##### Library Theory and Research Section. Education and Research Division. Papers.

International Federation of Library Associations,

The Hague (Netherlands).

Pub Date—Aug 83

Note—81p; Papers presented at the Annual Conference

of the International Federation of Library Associations

(49th, Munich, West Germany, August 21-27, 1983). For

other papers presented at this conference, see IR 050 592-601.

Pub Type—Opinion Papers (120) — Reports - General (140) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Arabic, Computers, Developing Nations,

Foreign Countries, Information Science, Information

Services, International Organizations, Library

Associations, Library Circulation, Library Research,

Library Role, Linguistics, Models, Political Science,

Records (Forms), Theories, Videotex

Identifiers—Caribbean, Latin America

Papers on library/information science theory and

research, which were presented at the 1983 International

Federation of Library Associations (IFLA) conference,

include: (1) "The Role of the Library in Computer-Aided

Information and Documentation Systems," in which

Wolf D. Rauch (West Germany) asserts that libraries

must adapt to the increasing use of computerized

systems, for example by using videotex to provide

referral and information services; (2) "Use of Arabic in

Computerized Information Interchange," in which

Mohammed M. Aman (United States) discusses current

efforts to develop input/output devices, hardware,

software, and a character code suitable for use with

the Arabic language; (3) "Library and Information

Science Research: The Case of Latin America and the

Caribbean" by Esther R. Dyer and John Clark (United

States), which outlines the availability of qualified

researchers, access to scholarly resources, use of

appropriate research techniques, and access to

scholarly communication channels in these geographic

areas; (4) "Guide-lines for the Lending of Library

Documents: Loan Forms and Various Regulations

Concerning Exhibitions," an analysis by M. T. Varlamoff

of documents concerned with the lending of library

materials for exhibitions (collected in 1983 from 28

libraries); (5) "Developing Theoretical Frameworks

through the Use of Borrowed Models and Interdisciplinary

Interpenetration," in which Margaret Anderson (Canada) discusses the development of theory in information science and political science and the possibilities of cooperative theory development between library/information science and linguistics. (ESR)

#### ED 239 635 IR 050 601

##### National Libraries Section. General Research Libraries Division. Papers.

International Federation of Library Associations,

The Hague (Netherlands).

Pub Date—Aug 83

Note—134p; Papers presented at the Annual Conference

of the International Federation of Library Associations

(49th, Munich, West Germany, August 21-27, 1983). For

other papers presented at this conference, see IR 050 592-600.

Language—English; German

Pub Type—Opinion Papers (120) — Reports - General (140) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Developing Nations, Foreign

Countries, Information Science, International

Organizations, Library Associations, Library

Services, Library Surveys, National Libraries,

Questionnaires, Research Projects, Technological

Advancement

Identifiers—China, France, Goethe Institute (West

Germany), Information Technology, Library

Publishing, National Bibliographies, United

Kingdom, West Germany

Papers on national library services and activities,

which were presented at the 1983 International

Federation of Library Associations (IFLA) conference,

include: (1) "The National Library of China in its

Gradual Application of Modern Technology," a

discussion by Zhu Nan and Zhu Yan (China) of

microform usage and library automation; (2) "The

Catalogue and Bibliography Hall at the Bibliothèque

Nationale: Tradition and Technology," a discussion

of online search experimentation by Marie-Louise

Bossaut (France); (3) "On the Way to a German

National Bibliography of the 16th Century," by

Irmgard Bezzel (West Germany); (4) "China's Four

Modernizations and Library Service" by Hu Yaohui

(China); (5) "Research and Development and Its

Contribution to National Library Services," in

which B. J. Perry (United Kingdom) reviews forms

of government support for library/information science

research and development in Great Britain; (6)

"Die Bibliotheken des Goethe-Instituts im Ausland

und die Bibliotheksarbeit im Ausland als Teil des

Kulturpolitischen Auftrags des Goethe-Institut" (The

Libraries of the Goethe Institute in Foreign

Countries and Library Activities in Foreign

Countries as Part of the Cultural Mission of the

Goethe Institute) by Dieter Vollprecht (West

Germany—paper in German); (7) "Publishing by

National Libraries: Results of the Pilot Questionnaire"

by Stephen Green (United Kingdom), with a

sample of the 1983 questionnaire provided; and (8)

"The Management of Change," in which Guy Sylvestre

(Canada) advocates a pragmatic approach to

managing technological change in libraries. (ESR)

#### ED 239 636 IR 050 602

##### Parliamentary Libraries Section. General Research Libraries Division. Papers.

International Federation of Library Associations,

The Hague (Netherlands).

Pub Date—Aug 83

Note—33p; Papers presented at the Annual Conference

of the International Federation of Library Associations

(49th, Munich, West Germany, August 21-27, 1983).

Pub Type—Reports - Descriptive (141) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Foreign Countries, Government Libraries,

Government Publications, Information Dissemination,

International Organizations, International Programs,

Library Acquisition, Library Associations, Library

Collections, Library Cooperation, Library Research,

Library Services, Microfilm, Program Descriptions,

Video Recordings, Videotape Recordings

Identifiers—Access to Information, International

Centre Parliamentary Documentation

Papers on parliamentary and legislative libraries,

which were presented at the 1983 International

Federation of Library Associations (IFLA) conference,

include: (1) "Need for and Use of Parliamentary

Papers," a report by Eva-Maija Tammekann on the

results of a 1983 survey of 37 parliamentary



libraries (with a 51% response rate) covering types of documents considered to fall within the scope of parliamentary papers, the extent of library acquisitions, the replacement of printed publications by microfilm, storage of publications, and access to and use of publications; (2) "The Use of Video in Parliamentary Libraries," in which Michael R. Mann describes applications for videotapes and videodiscs in the parliamentary library situation, covering videorecording of parliamentary proceedings, off-air recording of televised broadcasts, acquisition of externally produced video programs, and in-house production of video programs; and (3) "Parliaments and Information Dissemination: The Role of Inter-Parliamentary Cooperation and the International Centre for Parliamentary Documentation (CIDP) in Strengthening Parliamentary Institutions through Documentation and Dissemination of Information," in which Subhash C. Kashyap describes CIDP scope, development, library and documentation services, research and publications, organization of international symposia and meetings, and technical cooperation programs. (ESR)

#### ED 239 637 IR 050 603

University Libraries and Other General Research Libraries Section. General Research Libraries Division. Papers.

International Federation of Library Associations, The Hague (Netherlands).

Pub Date—Aug 83

Note—92p. Papers presented at the Annual Conference of the International Federation of Library Associations (49th, Munich, West Germany, August 21-27, 1983).

Pub Type—Opinion Papers (120)—Reports - Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Libraries, Computers, Foreign Countries, Information Dissemination, Information Services, International Organizations, Library Administration, Library Associations, Library Automation, Library Personnel, Library Role, Research Libraries, Technological Advancement, Telecommunications

Identifiers—California State University, Information Technology, Library Funding, Library Users, Libya, Sweden

Papers on university and other research libraries, presented at the 1983 International Federation of Library Associations (IFLA) conference, include: (1) "The Impact of Technology on Users of Academic and Research Libraries," in which C. Lee Jones (United States) focuses on the impact of technical advances in computing and telecommunications technologies; (2) "The Introduction of Electronic Equipment in Libraries: Policies versus Attitudes in the Swedish Setting," in which Björn B. Tell (Sweden) describes staff attitudes, management practices, and Swedish government action related to the introduction of automation in cataloging, information retrieval, and other library activities (with an abstract of the paper in French); (3) "Impact of Automation on Funding Patterns in Academic Libraries: A Case Study," in which Peter Spyers-Duran (United States) describes funding and automation at California State University and asserts that the added expenditures of library automation will probably result in a reduction of positions; (4) "The Place of University Libraries in the Field of Information Supply," in which Klaus-Dieter Lehmann (West Germany) outlines possibilities for multi-faceted involvement by university libraries in computerized information and document supply services; and (5) "University Libraries and the Higher Studies: Suggestions for Improving Services," in which Abubakar M. El-Hush (Libya) reviews the development of university libraries in the Islamic and European traditions and the role and services of university libraries in Libya, with suggestions for improvement. (ESR)

#### ED 239 638 IR 050 604

Children's Libraries Section. Libraries Serving the General Public Division. Papers.

International Federation of Library Associations, The Hague (Netherlands).

Pub Date—Aug 83

Note—56p. Papers presented at the Annual Conference of the International Federation of Library Associations (49th, Munich, West Germany, August 21-27, 1983). Paper no. 4 has extremely light type and will be marginally reproducible.

Language—English; French

Pub Type—Opinion Papers (120)—Reports - General (140)—Speeches/Meeting Papers (150)

#### EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adolescents, Children, Computer Assisted Instruction, Developing Nations, Foreign Countries, Information Science, International Organizations, Library Associations, Library Education, Library Services, Program Descriptions, Public Libraries, Surveys, Videotape Recordings

Identifiers—Children Librarians, France, International Federation of Library Associations, LOGO Programming Language, Senegal, Sweden, United States

Papers on children's services, which were presented at the 1983 International Federation of Library Associations (IFLA) conference, include: (1) "Education and Training of Children's Librarians: An Investigation" by Eva Glistrup (Denmark), which presents preliminary results from a 1982 survey of institutions in 30 countries (30% response rate) showing a general lack of adequate educational programs for children's librarianship; (2) "Annual Report of the Activities of the Section of Children's Libraries" by Genevieve Patte (France), which focuses on children's reading and library projects sponsored by IFLA in developing nations; (3) "Meet the Future with Video," in which A. M. Kyberg (Sweden) describes the widespread use of video recordings in Sweden and trial projects providing educational video programs for children and adults in public libraries; (4) "Informatique et Education avec le Langage LOGO (Information Technology and Education with the Computer Language LOGO)," in which Fatimata Sylla (Senegal) describes a pilot project conducted by the Senegalese Institute of Research in Mathematics and Applied Information Science to assess the psychological, pedagogical, sociological, and epistemological impact of LOGO and microcomputer usage on primary school children aged 8 to 11 years (paper in French); and (5) "Video and Youth Services in the Public Library," in which Emma Cohn (United States) discusses reasons for and methods of providing video services in public libraries and in educational systems, and describes specific examples from the United States and France. (ESR)

#### ED 239 639 IR 050 605

Libraries for the Blind Section. Libraries Serving the General Public Division. Papers.

International Federation of Library Associations, The Hague (Netherlands).

Pub Date—Aug 83

Note—82p. Papers presented at the Annual Conference of the International Federation of Library Associations (49th, Munich, West Germany, August 21-27, 1983).

Pub Type—Opinion Papers (120)—Reports - Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Blindness, Braille, Developing Nations, Foreign Countries, International Organizations, Library Associations, Library Services, Public Libraries, Raised Line Drawings, Tactile Adaptation, Talking Books, Technological Advancement, Visual Impairments

Identifiers—Africa, Poland, Reading Machines, West Germany

Papers on library services and developments in reading materials for the blind, which were presented at the 1983 International Federation of Library Associations (IFLA) conference, include: (1) "Reading Programs for the Blind and Physically Handicapped in Public Libraries of the Polish People's Republic" by Franciszek Czajkowski (Poland); (2) "Library Services for the Blind in the Federal Republic of Germany (FRG)" by Rainer F. V. Witte (West Germany); (3) "(United Nations Educational, Scientific, and Cultural Organization) UNESCO/IFLA Contract No. 642030: Braille Production in Africa" by Rainer F. V. Witte (West Germany); (4) "The Technology of Producing Tactile Maps and Materials for Textbooks" by Wilfried Laufenberg (West Germany); (5) "Talking Books Libraries in (the) Federal Republic of Germany (FRG)" by Karl Britz (West Germany); (6) "The Blind and the New Technologies: Paperless-Braille and Reading Machines" by Manfred Harres (West Germany); (7) "Thoughts about the Production and Spreading of Braille in Africa" by Hans-Eugen Schulze (West Germany); and (8) "New Technologies for the Blind Reading Community," in which Paul E. Thiele (Canada) describes new developments in talking books, braille, print conversion technology, optical to tactile conversion, optical to speech output, print to braille conversion, radio reading services, and optical print enlargement.

(ESR)

#### ED 239 640

IR 050 606

Library Services to Hospital Patients and Handicapped Readers Section. Libraries Serving the General Public Division. Papers.

International Federation of Library Associations, The Hague (Netherlands).

Pub Date—Aug 83

Note—33p. Papers presented at the Annual Conference of the International Federation of Library Associations (49th, Munich, West Germany, August 21-27, 1983).

Pub Type—Reports - Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bookmobiles, Foreign Countries, Hospital Libraries, International Organizations, Library Associations, Library Education, Library Services, Medical Libraries, Program Descriptions

Identifiers—Scandinavia, United Kingdom, United States, Welfare Librarianship, West Germany

Papers on library services to hospital personnel, hospital patients, and housebound or handicapped persons, which were presented at the 1983 International Federation of Library Associations (IFLA) conference, include: (1) "Education and Training for Health Care Librarianship," in which Antonia J. Bunch (United Kingdom) discusses the scope of and training for health care librarianship (serving doctors, nurses, physiotherapists, biologists, and other health care professionals) and welfare librarianship (serving hospital patients, the physically and mentally handicapped, housebound readers, and other socially or economically deprived people), particularly in the United States, the United Kingdom, and Scandinavia; (2) "Hospital Libraries, in the Federal Republic of Germany (FRG) in General, and in Munich in Particular," a description by Hannelore Schmidt (West Germany) of the development, administration, services, and funding of German hospital libraries serving patients or medical staff; and (3) "Mobile Library House Services in the Federal Republic of Germany (FRG) in General and in Munich in Particular," in which Beate Dräger (West Germany) describes the development, organization, and operation of mobile library services for housebound readers and residents of old peoples' and handicapped peoples' homes. (ESR)

#### ED 239 641

IR 050 607

Round Table Mobile Libraries Section. Libraries Serving the General Public Division. Papers.

International Federation of Library Associations, The Hague (Netherlands).

Pub Date—Aug 83

Note—63p. Papers presented at the Annual Conference of the International Federation of Library Associations (49th, Munich, West Germany, August 21-27, 1983).

Pub Type—Opinion Papers (120)—Reports - Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Bookmobiles, Design Requirements, Diagrams, Foreign Countries, Guidelines, International Organizations, Library Associations, Library Collections, Library Personnel, Library Services, Program Descriptions, Public Libraries, Specifications

Identifiers—Library Users, West Germany

Two papers on mobile libraries were presented at the 1983 International Federation of Library Associations (IFLA) conference. In "The Development, Tasks, and Organization of Mobile Libraries in West Germany," Horst Buschendorf describes the history of mobile libraries in West Germany since 1926 and notes that there are currently 150 such libraries, working mainly with schools and old and young people's homes. Buschendorf outlines advantages and disadvantages of mobile libraries; points to be considered when deciding if a particular community is best served by a mobile or a permanent library; and vehicular, book and magazine stock, personnel, scheduling, and advertising requirements for successful mobile library operation. Also described are types of government support for mobile library services and projects conducted by the Deutsches Bibliotheksinstitut Commission of Mobile Libraries. The second paper presents "Draft Guidelines for the Equipment and Operation of Mobile Libraries" developed by the IFLA Round Table Mobile Libraries Section. Guidelines cover operating field possibilities; the construction and interior of mobile libraries; the construction and interior of garages and fixed location book storage areas,

working-rooms, and offices for mobile libraries; and the composition and size of mobile library collections. Detailed vehicular and building specifications and drawings are provided, with nine possible types of vehicles shown. (ESR)

**ED 239 642** IR 050 608

**Public Libraries Section. Libraries Serving General Public Division. Papers.**  
International Federation of Library Associations, The Hague (Netherlands).  
Pub Date—Aug 83

Note—92p.; Papers presented at the Annual Conference of the International Federation of Library Associations (49th, Munich, West Germany, August 21-27, 1983).

Pub Type—Opinion Papers (120)—Reports - Descriptive (141)—Speeches/Meeting Papers (150)  
**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Computers, Developing Nations, Foreign Countries, \*International Organizations, Leisure Time, Library Associations, Library Automation, \*Library Services, Minority Groups, \*Public Libraries, Research Libraries

Identifiers—Australia, East Germany, Gambia, \*Information Technology, International Federation of Library Associations, United States, West Germany

Papers on public libraries, which were presented at the 1983 International Federation of Library Associations (IFLA) conference, include: (1) "The Role of Public Libraries in Developing Countries with Particular Reference to the Gambia" by Sally P. C. N'Jie (The Gambia); (2) "Public Libraries in the Federal Republic of Germany (FRG)" by Friedrich Andrae (West Germany); (3) "The Growing Significance of Meeting Leisure Time Interests for Reproducing Working Power Demonstrated by the Example of the General Research Library of Potsdam District" by Ilse Schumann (East Germany); (4) "The Position of Public Libraries within IFLA," in which Margareta Torngren (Sweden) discusses the lack of representation of public library groups; (5) "Library Services to Ethnic Minorities in Australia: 1981-1983," in which Radha Rasmussen (Australia) describes public library services to Australian immigrant and Aboriginal populations; (6) "When Can We Stop Trying to Improve the Horse, and Get an Automobile Instead?" in which David M. Truitt (United States) outlines problems in using public libraries and suggests increasing automation as one possible solution to these problems; (7) "Information Technology and New Media in Public Libraries of the Federal Republic of Germany (FRG)" by Gunter Beyersdorff (West Germany); and (8) "The Munich Municipal Library System: A Survey," in which Lothar Thalmann (West Germany) reports on library organization, services, and holdings, including an administrative chart and a list of Munich public libraries. (ESR)

**ED 239 643** IR 050 609

**Conservation Section. Management and Technology Division. Papers.**  
International Federation of Library Associations, The Hague (Netherlands).  
Pub Date—Aug 83

Note—39p.; Papers presented at the Annual Conference of the International Federation of Library Associations (49th, Munich, West Germany, August 21-27, 1983).

Pub Type—Reports - Descriptive (141)—Speeches/Meeting Papers (150)  
**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Automation, Foreign Countries, Guidelines, \*International Organizations, Library Associations, Library Materials, \*Paper (Material), \*Preservation, Program Descriptions, \*Publications

Identifiers—East Germany, Ireland, Library of Congress, \*Paper Decidification, Rare Books, United States

Papers on book and document conservation and restoration, which were presented at the 1983 International Federation of Library Associations (IFLA) conference, include: (1) "The Problems of Conservation of Valuable Library Possessions," in which Karl Jackel (West Germany) discusses problems in obtaining restoration materials, storage facilities, craft techniques, and guidelines for preservation and restoration of various types of library materials; (2) "Sparks Decidification of Paper," in which Peter G. Sparks (United States) describes the causes of and known solutions for brittle paper, including the manufacture of alkaline paper and the mass decidification process as used in the Library of Congress

and other United States archives/libraries; (3) "On the Possibilities for Mechanisation in the Restoring Profession," a description by Wolfgang Wachter (East Germany) of the development of mechanized work processes in the restoration workshop of the German Library in Leipzig, including wet treatment of paper and stabilization of wood-pulp paper by the splitting method; (4) "The Treatment of Paper for the Conservation of Rare and Precious Books," in which Anthony G. Cains (Ireland) describes the cleaning, buffering, and strengthening of paper by immersing it in or floating it on a processing solution as well as brush application of methyl magnesium carbonate, use of a spray gun, fixing, and book repair. (ESR)

**ED 239 644** IR 050 610

**Information Technology Section. Management and Technology Division. Papers.**  
International Federation of Library Associations, The Hague (Netherlands).  
Pub Date—Aug 83

Note—116p.; Papers presented at the Annual Conference of the International Federation of Library Associations (49th, Munich, West Germany, August 21-27, 1983).

Language—English; German  
Pub Type—Opinion Papers (120)—Reports - Descriptive (141)—Speeches/Meeting Papers (150)  
**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—Cataloging, \*Computers, Foreign Countries, Futures (of Society), \*International Organizations, Library Associations, Library Automation, Library Personnel, Library Role, \*Library Services, \*Online Systems, \*Technological Advancement, Telecommunications

Identifiers—Belgium, \*Information Technology, \*Library Users

Papers on information technology, which were presented at the 1983 International Federation of Library Associations (IFLA) conference, include: (1) "Automation's Impact on (Information) Users" by Arja-Riitta Haara (Finland); (2) "Economics and Politics of Information Technology: Some Trends in Its Application to Information for the Professional," in which John R. U. Page (Austria) describes the impact on libraries of online searching and electronic document delivery; (3) "NEW-WAVE: The On-Line Cataloguing System of the Royal Library in Brussels" by Guido C. Goedeme and others (Belgium); (4) "Impact of Technology on Librarians," in which George K. Thompson (Switzerland) suggests that technology has created new information requirements, a shift in library role, and the need for librarians who can adjust to constant change; (5) "Advancing Technology: The Secondary Impact on Libraries and Users," in which Donald B. Simpson (United States) looks at the effect of advancing computer and telecommunications technology on library buildings, on the role of libraries in society, and on the preservation of library materials; (6) "Der Einfluss zukünftiger Informationstechniken auf die Beziehung zwischen Mensch und Maschine (The Influence of Future Information Technologies on the Relation between People and Machines)" by W. Heimann (paper in German); (9) "Some Possible Future Effects of Information Technology" by Maurice B. Line (United Kingdom); and (10) "Overview: The Impact of Technology on Libraries," a review by Henriette D. Avram (United States) of the impact of technology on people (both library staff and users) and their environment. (ESR)

**ED 239 645** IR 050 611

**Library Buildings and Equipment Section. Management and Technology Division. Papers.**  
International Federation of Library Associations, The Hague (Netherlands).  
Pub Date—Aug 83

Note—88p.; Papers presented at the Annual Conference of the International Federation of Library Associations (49th, Munich, West Germany, August 21-27, 1983).

Pub Type—Opinion Papers (120)—Reports - Descriptive (141)—Speeches/Meeting Papers (150)  
**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Academic Libraries, Air Conditioning, \*Building Design, Energy Conservation, Foreign Countries, Heating, International Organizations, Library Associations, \*Library Equipment, \*Library Facilities, \*Library Planning, Lighting Design, Online Systems, Research Libraries

Identifiers—Electronic Publishing, United States, \*West Germany

Papers on library buildings and equipment, which were presented at the 1983 International Federation of Library Associations (IFLA) conference, include: (1) "The Impact of Technology on Library Buildings," in which Rolf Fuhrrott (West Germany) discusses construction technology (types of building materials and library building design), selection of technical building equipment (illumination systems, air conditioning systems, and patron transportation facilities), and library technology (book conveying systems and storage facilities); (2) "German Library Building in the Last Decade: Selected Examples of Academic/Research Libraries and Public Libraries in the Federal Republic of Germany and Berlin (West)," which presents holdings data, facility specifications, and other information on 19 academic and 11 public libraries in West Germany; (3) "The Influence of Conventional Technologies on Library Planning and Construction," in which Robert K. Jopp (West Germany) discusses library heating, lighting, and air conditioning in the context of energy conservation; and (4) "Whither the Book? Considerations for Library Planning in the Age of Electronics," in which Roscoe Rouse, Jr. (United States) discusses paper longevity, book preservation, the impact of the online environment on libraries, electronic publishing, and factors to be considered in planning future library buildings. (ESR)

**ED 239 646** IR 050 612

**Management of Library Associations Section. Management and Technology Division. Papers.**  
International Federation of Library Associations, The Hague (Netherlands).  
Pub Date—Aug 83

Note—34p.; Papers presented at the Annual Conference of the International Federation of Library Associations (49th, Munich, West Germany, August 21-27, 1983). A few pages will reproduce marginally.

Pub Type—Opinion Papers (120)—Reports - Descriptive (141)—Speeches/Meeting Papers (150)  
**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Developing Nations, Foreign Countries, Guidelines, Information Centers, Information Dissemination, \*International Organizations, \*Library Associations, Problems, Program Administration, \*Publications

Identifiers—East Germany, \*International Federation of Library Associations

Papers on the management of library associations, which were presented at the 1983 International Federation of Library Associations (IFLA) conference, include: (1) "The Management of Library Associations: Publishing—A Third World Perspective," in which Pearl Springer (Trinidad and Tobago) outlines the importance of publishing in developing nations, the constraints (economic, personnel, technical, and sociological) on publishing activities, and areas where the library association can make meaningful contributions in the field of publishing; (2) "Publications of the Library Association of the German Democratic Republic (GDR)," in which Klaus Plotz (East Germany) describes association activity in the publishing of periodicals, basic works on GDR library development, conference reports, cataloging rules, regional library guides, documents on international librarianship, and internal association publications; and (3) "Working Document II of the Round Table for the Management of Library Associations 1983," a report outlining round table objectives, proposals, and priorities, including the establishment of an information databank on library association activities and collection of specialist information, with appendices describing round table policies and the establishment at Simmons College (United States) of an IFLA resource center on associations in information fields. (ESR)

**ED 239 647** IR 050 613

**Statistics Section. Management and Technology Division. Papers.**  
International Federation of Library Associations, The Hague (Netherlands).  
Pub Date—Aug 83

Note—45p.; Papers presented at the Annual Conference of the International Federation of Library Associations (49th, Munich, West Germany, August 21-27, 1983).

Language—English; French  
Pub Type—Opinion Papers (120)—Reports - Descriptive (141)—Speeches/Meeting Papers (150)  
**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—College Libraries, \*Data Collection, Decision Making, Developing Nations, Foreign

Countries, \*Information Dissemination, Information Networks, International Organizations, International Programs, Library Associations, Library Expenditures, Periodicals, Program Descriptions, Recordkeeping  
Identifiers—Caribbean, France, \*Library Statistics, Nigeria, United States

Papers on library statistics, which were presented at the 1983 International Federation of Library Associations (IFLA) conference, include: (1) "Network Statistics and Library Management," in which Glyn T. Evans (United States) suggests that network statistics can be used to improve internal library decisionmaking, enhance group resource sharing decisions, and provide a common base for national and international information policy decisions; (2) "The Impact of UNESCO (United Nations Educational, Scientific, and Cultural Organization) Statistics on Nigerian Library Services," by J. A. Dosunmu (Nigeria); (3) "A U.S. (United States) Perspective on Library Statistics—Domestic and International," in which Robert Wedgeworth (United States) outlines activities intended to coordinate the collection and dissemination of American library statistics and the experience of the American Library Association (ALA) in collecting international library statistics; (4) "The Development of Library Statistics in the Caribbean," a description by Carol Collins (Guyana) of data collection activities and the need for further library statistics, particularly performance measurement data; and (5) "Evolution des Coutés des Périodiques dans les Bibliothèques Universitaires Françaises durant la Période 1972-1982 (The Evolution of the Costs of Journals in French University Libraries from 1972 to 1982)," in which Gerard Thirion (France) reports a 5% and a 2% annual increase in foreign and French journal subscription costs respectively, based on a study conducted at the University of Nancy (paper in French). (ESR)

**ED 239 648** IR 050 614  
Africa Section. Regional Activities Division. Papers.

International Federation of Library Associations, The Hague (Netherlands).  
Pub Date—Aug 83

Note—43p.; Papers presented at the Annual Conference of the International Federation of Library Associations (49th, Munich, West Germany, August 21-27, 1983).

Language—English; French

Pub Type—Opinion Papers (120) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)  
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Developing Nations, Economic Development, Information Networks, \*International Organizations, Library Associations, \*Library Automation, \*Library Education, Library Role, Library Schools, \*Library Services, Technological Advancement, Telecommunications

Identifiers—\*Africa, \*Information Technology, Tunisia

Papers on the role and services of African libraries and the education of African librarians, which were presented at the 1983 International Federation of Library Associations (IFLA) conference, include: (1) "The Information Sector in the Economic Development of Africa: The Potential Role for Libraries," in which Benzie Y. Boadi (Nigeria) outlines African problems in information processing, the failure of library and information systems to provide user-oriented library services, and the need for and examples of national and regional library coordination; (2) "The Industrial Development Decade for Africa 1980-1990: Its Implications for the Library and Information Services of Eastern, Central, and Southern Africa," in which Peter Moll (United Kingdom) examines the prospects for the creation of an infrastructure to support electronic information systems through the Pan-African Documentation and Information System (PADIS) in the subregion designated as East Africa; and (3) "La Formation Professionnelle des Bibliothécaires Documentalistes dans un Monde Technologique: l'Exemple de la Tunisie" (Professional Training of Information Scientists in a Technological World: The Example of Tunisia), in which Abdelhamid El Ajmi (Tunisia—paper in French) describes the development and current status of 4-year and 2-year educational programs for information scientists, librarians, and archivists in Tunisia, with emphasis on instruction in the use of information technology and automated systems at the Institut de Presse et des Sciences de l'Information de Tunis (IPSI) and the Institut Supérieur de la Documentation (ISD).

(ESR)

**ED 239 649** IR 050 615

Asia Section. Regional Activities Division. Paper. International Federation of Library Associations, The Hague (Netherlands).

Pub Date—Aug 83

Note—36p.; Papers presented at the Annual Conference of the International Federation of Library Associations (49th, Munich, West Germany, August 21-27, 1983). Best copy available.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)  
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Computer Oriented Programs, \*Developing Nations, Information Services, \*International Organizations, International Programs, \*Library Associations, \*Library Automation, National Programs, \*Organizational Effectiveness, Problems, Program Descriptions, Technological Advancement, Technology Transfer, Telecommunications

Identifiers—\*Asia, \*Information Technology, International Federation of Library Associations

Two papers on library and information activities in developing nations, particularly in India and other Asian countries, were presented at the 1983 International Federation of Library Associations (IFLA) conference. In "IFLA in Asia: A Review of the Work of the Regional Section for Asia," Edward Lim Hock Tee (Malaysia) describes the low level of Third World involvement in IFLA until the 1970's and IFLA's Eurocentric orientation. Lim Hock Tee evaluates the activities of the IFLA Working Group for Developing Countries; its successor, the Division for Regional Activities; and one of the division's regional groups, the Section on Regional Activities: Asia. Also presented are seven guidelines for planning future section programs and an outline of the section's Mid-Term Programme for 1980-1985 for library education and academic, public, children's, and special libraries. In "Modern Technology and Its Impact on Libraries and Information Centres in Developing Countries," P. K. Patil (India) reviews the precepts of the Universal Availability of Publications program, the extent of library automation in technologically developed countries, factors inhibiting information technology transfer, Third World developments in information technology, possible negative side effects of imported technology, the possibility of technological independence through collaboration and alliances, and the development of national information policies and programs. (ESR)

**ED 239 650** IR 050 616

Administrative Libraries Section. Special Libraries Division. Papers.

International Federation of Library Associations, The Hague (Netherlands).

Pub Date—Aug 83

Note—102p.; Papers presented at the Annual Conference of the International Federation of Library Associations (49th, Munich, West Germany, August 21-27, 1983). Some pages will reproduce marginally.

Language—English; German

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Cataloging, Computer Programs, Computers, Foreign Countries, \*Government Libraries, Information Networks, \*Information Processing, \*International Organizations, Library Associations, \*Library Equipment, Library Technical Processes, Online Systems, Statistical Data, Telecommunications, \*Videotex

Identifiers—\*Information Technology, \*West Germany

Six papers on the theme, "Administrative Libraries in a Technological World: Past, Present, and Future—A General Stocktaking and a State of the Art Report" focus on West German telecommunications and information technology and the use of data processing and other technological aids in West German administrative libraries. These papers, which were presented at the 1983 International Federation of Library Associations (IFLA) conference, include: (1) "Conventional Library Work in Administrative Libraries by Means of Modern Technology and Technical Equipment," in which Peter Schweigler (West Germany) outlines applications of "technical aids," such as photocopying machines and electronic typewriters, to the processes of library administration, acquisitions, cataloging, and to user services; (2) "The Statistical

Literature Information System (STALIS) of the Federal Statistical Office as Starting-Point of International Networking," in which Hartmut Rahm (West Germany) describes STALIS shared cataloging, information retrieval, and document delivery services; (3) "Major Developments in Hardware, Software, and Telecommunications in the Field of Information Storage and Retrieval," by D. Morgenstern (West Germany); (4) "Electronic Data Processing in Administrative Libraries: Opportunities, Effects, and Limitation," by Ernst Kohl (West Germany); (5) "Daten- und Textkommunikationsdienste der Deutschen Bundespost (Data and Text Transmission Services of the German Federal Postal Administration)" by Guntram Kraus (West Germany) (paper in German); and (6) "Interactive Videotex Applications in the Library and Information Field: A Look at the Developing West German Scene" by Gary L. Harris (West Germany). (ESR)

**ED 239 651** IR 050 617

Art Libraries Section. Special Libraries Division.

Papers. International Federation of Library Associations, The Hague (Netherlands).

Pub Date—Aug 83

Note—218p.; Papers presented at the Annual Conference of the International Federation of Library Associations (49th, Munich, West Germany, August 21-27, 1983).

Language—English; French

Pub Type—Opinion Papers (120) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)  
EDRS Price - MF01/PC09 Plus Postage.

Descriptors—\*Databases, \*Design, Foreign Countries, Indexing, \*International Organizations, Library Associations, \*Library Automation, Library Collections, Microforms, Slides, \*Special Libraries, Thesauri, Videodisc Recordings, \*Visual Arts

Identifiers—\*Art Libraries, Australia, France, Information Technology, New Zealand, Switzerland, Universal Availability of Publications, West Germany

Papers on art libraries and information services for the arts, which were presented at the 1983 International Federation of Library Associations (IFLA) conference, include: (1) "I See All: Information Technology and the Universal Availability of Images" by Philip Pacey (United Kingdom); (2) "Online Databases in the Fine Arts" by Michael Rinehart (United States); (3) "State of Automation in Swiss Art Libraries: The General Situation" by Karl Jost (Switzerland); (4) "Computerisation in Swiss Art Libraries: State of the Art" by Jean-Pierre Dubouloz (Switzerland) (English translation by Morag Morton); (5) "Computer Applications to Slide Collections" by A. Zeldi Richardson (United States); (6) "ARLIS/ANZ (Art Libraries Society/Australia New Zealand) and Art Libraries in the Antipodes" by Valerie Richards (New Zealand); (7) "The Art and Architecture Thesaurus Project" by Pat Molholt (United States); (8) "Information Technology & Visual Images: Some Trends & Developments" by Patrick Purcell and Henry Okun (United States); (9) "The Development, Management, and Preservation of Art and Architectural Microform Collections" by Paula Chiamonte (United States); (10) "Online Databases for Architects and Designers" by Valerie J. Bradford (United Kingdom); (11) "CeCILE: A Bibliographic Database for Design at the Pompidou Centre" by C. Mihailovic (France) (English translation by Ian Sheridan); (12) "Système Descriptif des Représentations (A System for Describing Representational Art)" by François Garnier (France—paper in French); (13) "Universal Accessibility of Art Images and Information Technology" by Sven Sandström (Sweden); (14) "Art Libraries in the Federal Republic of Germany" by Thomas Lersch (West Germany); and (15) "Videodiscs and Art Documentation" by Janice Sorkow (United States). (ESR)

**ED 239 652** IR 050 618

Geography and Map Libraries Section. Special Libraries Division. Papers.

International Federation of Library Associations, The Hague (Netherlands).

Pub Date—Aug 83

Note—66p.; Papers presented at the Annual Conference of the International Federation of Library Associations (49th, Munich, West Germany, August 21-27, 1983).

Language—English; French



Pub Type—Reports - Descriptive (141) —  
Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Biomedicine, Cartography, Cataloging, Databases, Foreign Countries, Geography, \*Information Networks, \*International Organizations, Library Acquisition, Library Associations, Library Cooperation, \*Maps, Microfilm, National Libraries, Satellites (Aerospace), \*Special Libraries, Telecommunications, Videotex

Identifiers—Austria, EURONET, France, \*Map Libraries, United Kingdom

Papers on geography and map libraries and a paper on European access to biomedical databases, which were presented at the 1983 International Federation of Library Associations (IFLA) conference, include: (1) "History and Current Status of the Globe Museum of the Austrian National Library" by Franz Wawrik (Austria); (2) "Earth Science Products for Tomorrow's Libraries," in which Gary W. North (United States) outlines the history of mapping and developments in satellite imagery, digital cartography, earth science computerized image processing, and microfilm, videotex, and optical disk storage of earth science images and information; (3) "Influence des Nouveaux Types de Documents Cartographiques sur la Politique d'Acquisition d'une Cartothèque Nationale (Acquisition Policy for a National Map Library)," in which Edwige Archier (France—paper in French) describes the acquisition of maps, aerial photographs, and satellite images at the National Library and other French information centers and the need for a national policy to coordinate map acquisition activities; (4) "British Map Collections: Cooperative Planning and Projects," in which Helen Wallis (United Kingdom) describes the activities of the British Committee for Map Information and Catalogue Systems, progress toward developing a United Kingdom (UK) Machine Readable Cataloging (MARC) format for maps, the MAPLIB information retrieval system, and other cooperative projects; and (5) "Le Réseau EURONET et l'Accès aux Bases de Données Biomedicales (The EURONET Network and Access to Biomedical Databases)," in which H. F. Alfred Cordoliani (France—paper in French) describes the EURONET-DIANE packet switching network and the biomedical databases available via EURONET, PRESTEL (British videotex), TRANSPAC (French videotex) and BILDSCHIRMTEXT (German videotex). (ESR)

ED 239 653 IR 050 619

Science and Technology Libraries Section, Special Libraries Division, Papers.

International Federation of Library Associations, The Hague (Netherlands).

Pub Date—Aug 83

Note—53p; Papers presented at the Annual Conference of the International Federation of Library Associations (49th, Munich, West Germany, August 21-27, 1983).

Pub Type—Reports - Descriptive (141) —  
Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Arabic, Developing Nations, Foreign Countries, Government Libraries, \*Information Services, International Organizations, Library Associations, Library Catalogs, \*Library Services, \*Online Systems, Patents, \*Research Libraries

Identifiers—\*Access to Information, China, France, \*Scientific and Technical Information, Unpublished Materials, West Germany  
Papers on scientific/technical information and libraries, which were presented at the 1983 International Federation of Library Associations (IFLA) conference, include: (1) "Patents as Information—An Unused Resource" by Richard D. Walker (United States); (2) "Survey of the Information Services of the Library of the German Patent Office" by Eckhard Derday (West Germany); (3) "Prospects of Development of the Automated System of the State Public Library for Science and Technology within the Framework of the State Automated System of Scientific and Technical Information" by I. M. Kharina (USSR); (4) "A Progress Report on the Multi-Lingual Information Systems Project," in which Yasushi Sakai and Yoichi Terashita (Japan) describe the experimental processing of Arabic texts using LINKIT (the Kanazawa Institute of Technology library online catalog system based on 16-bit encoding and currently accommodating Japanese characters and symbols, as well as Latin, Cyrillic, and Greek alphabets in upper and lower case); (5) "Access to French Grey Literature: The Contribu-

tion of the Centre de Documentation Scientifique et Technique (CDSST) du CNRS (Centre National de la Recherche Scientifique)," in which Jacques Keriguy (France) describes CDSST activities in providing access to research reports, patents, standards, theses, translations, and other unpublished scientific and technical literature; and (6) "Research and Development Challenge: Better Services in Scientific and Technical Libraries," in which Peng Guiyuan (China) describes the operation and activities of the Library and Information System of the Chinese Academy of Sciences (LISCAS). (ESR)

ED 239 654 IR 050 620

Social Science Libraries Section, Special Libraries Division, Papers.

International Federation of Library Associations, The Hague (Netherlands).

Pub Date—Aug 83

Note—38p; Papers presented at the Annual Conference of the International Federation of Library Associations (49th, Munich, West Germany, August 21-27, 1983).

Language—English; German

Pub Type—Reports - Descriptive (141) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Business, Cataloging, Energy, Foreign Countries, \*International Organizations, Library Associations, \*Library Collections, \*Research Libraries, Research Reports, \*Social Sciences, \*Special Libraries, User Studies

Identifiers—\*Access to Information, Scandinavia, \*Unpublished Materials, User Needs, West Germany

Three papers on the nonconventional literature and social science libraries were presented at the 1983 International Federation of Library Associations (IFLA) conference. In "Grey Material: A Scandinavian View," Birgitta Bergdahl (Sweden) outlines the etymology and meaning of the concept of "grey literature" (which can include reports, theses, unpublished conference papers, technical rules and recommendations, translations, articles printed in certain journals, official documents, and industrial advertising literature); describes the results of two 1982 NORDINFO (Nordic Council for Scientific Information and Research Libraries) interlending studies which provided information about grey literature supply and demand in research libraries; and a 1983 NORDINFO study on the availability of grey literature in economics and energy. In "Graue Literatur der Gesellschaftswissenschaften in der Bundesrepublik Deutschland (Grey Literature in the Social Sciences in the Federal Republic of Germany)," Erwin Heidemann (West Germany—paper in German) outlines the activities of German libraries, particularly government and academic libraries and the Deutsche Bibliothek, in maintaining bibliographic control of German and foreign nonconventional literature in the social sciences, economics, and business. The final paper, "Sozialwissenschaftliche Bibliotheken in der Bundesrepublik Deutschland (Social Science Libraries in the Federal Republic of Germany)," by Hildebert Kirchner (West Germany—paper in German), describes German parliamentary, government, law, business, and economics libraries. (ESR)

ED 239 655 IR 050 621

UNESCO/IFLA Pre-session Seminar: Exchange of Experience Seminar for Developing Countries. University Libraries in Developing Countries—Structure and Function in Regard to Information Transfer for Science and Technology.

International Federation of Library Associations, The Hague (Netherlands).

Pub Date—Aug 83

Note—236p; Papers presented at the Pre-session Conference of the UNESCO/International Federation of Library Associations Seminar (49th, Munich, West Germany, August 16-19, 1983). Paper by Anafulu will not reproduce well.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—\*Academic Libraries, Agriculture, Computer Oriented Programs, \*Developing Nations, Information Needs, Information Services, \*International Organizations, \*Library Acquisition, Library Associations, \*Library Automation, Library Education, Library Expenditures, Medical Libraries, Online Systems, Reference Services, \*Research Libraries

Identifiers—Asia (Southeast), Barbados, Brazil, In-

formation Technology, Information Transfer, Mexico, \*Scientific and Technical Information Papers on Third World academic, research, and medical libraries and their role in scientific and technical information transfer, which were presented at the 1983 UNESCO/IFLA (United Nations Educational, Scientific, and Cultural Organization/International Federation of Library Associations) seminar, include: (1) "Development of Effective Acquisition Policies" by John Ndegwa (Kenya); (2) "Parameters of Expenditure: The Allocation of Funds to the Purchase of Materials and Services to Support the Information Needs of the University Community in Science and Technology" by Michael E. Gill (Barbados); (3) "Acquisition of Foreign Periodicals in Developing Countries: The Example of Brazilian Libraries" by Heloisa B. Schreiner, Rejane R. Klaes, and Mayra E. Brum (Brazil); (4) "Problems of Acquisition of Overseas and Local Materials" by B. U. Nwafor (Nigeria); (5) "Collection Building and Information Services for Material in Special Categories Relevant to Third World Use. I: Agriculture" by Clemence R. Nampunya (Malawi); (6) "Collection Building and Information Services for Material in Medicine Relevant to Asean (Association of Southeast Asian Nations) Countries" by Uthai Dhuttyabodhi (Thailand); (7) "New Information Technologies Available in the Industrialised World" by Stephen W. Massil (United Kingdom); (8) "Choosing the Moment: A Review of the Organizational Problems and Changes Arising Out of Conversion to Computerized Systems" by H. T. Lim (Malaysia); (9) "The Application of Automation to the Library Processes of the National Autonomous University of Mexico" by Roberto Garduno (Mexico); (10) "Using Automated Systems for Scientific and Technical Literature Searches" by Joseph C. Anafulu (Nigeria); (11) "Future Training Needs [of University Library Personnel]" by Hudwell Mwacalimba (Zambia); and (12) "Development of Modern Information Technologies and Their Impact on Research" by Michael E. Gill (Barbados). (ESR)

ED 239 656 IR 050 622

Library Services, Miscellaneous Papers. International Federation of Library Associations, The Hague (Netherlands).

Pub Date—Aug 83

Note—54p; Papers presented at the Annual Conference of the International Federation of Library Associations (49th, Munich, West Germany, August 21-27, 1983).

Pub Type—Opinion Papers (120) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Elementary Secondary Education, Ethnic Groups, Foreign Countries, Institutional Cooperation, \*Interlibrary Loans, \*International Organizations, Learning Resources Centers, Library Associations, Library Cooperation, \*Library Services, \*Minority Groups, \*Periodicals, Public Libraries, \*School Libraries

Identifiers—Editors, Europe (East), \*Information Technology, International Federation of Library Associations, West Germany

Papers on library journal cooperation, interlibrary lending, library services to minorities, and school library media centers, which were presented at the 1983 International Federation of Library Associations (IFLA) conference, include: (1) "The Co-operation between Editors of Library Journals in Socialist Countries," in which Wolfgang Korus (East Germany) describes the development of cooperative agreements between and regularly scheduled conferences for editors of library journals in Socialist countries, and methods of cooperation, including exchange of journals, articles, and editors; (2) "The Impact of Technology on Interlibrary Lending," in which Susan K. Martin (United States) discusses traditional methods of interlibrary lending (ILL) and suggests that advances in online information retrieval, electronic publishing and delivery, telecopying, and optical disk technology will end the need for an ILL department but not the need for an ILL function; (3) "Final Report 1980-83 on the Activities of the [IFLA] Working Group on Library Services to Ethnic and Linguistic Minorities," in which M. Foster (United Kingdom) indicates different types of minorities and ways in which libraries can provide services for these people; and (4) "New Environment of Learning through School Library Media Centers in the Federal Republic of Germany," in which Andreas Papendieck (West Germany) describes the administration and services of German school libraries, including both indepen-

dent libraries and those cooperating with public libraries. (ESR)

**ED 239 657** IR 050 623  
Information Services. Miscellaneous Papers.  
International Federation of Library Associations,  
The Hague (Netherlands).  
Pub Date—Aug 83

Note—77p; Papers presented at the Annual Conference of the International Federation of Library Associations (49th, Munich, West Germany, August 21-27, 1983).

Pub Type—Opinion Papers (120) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)  
**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Databases, Elementary Secondary Education, Foreign Countries, History, Information Services, International Organizations, Laws, Library Associations, Library Materials, \*Microcomputers, \*Nonprint Media, \*Online Systems, \*Research Libraries, \*Technology  
Identifiers—Australia, \*EUROLEX, Information Technology, Legal Information, United Kingdom  
Papers on audiovisual information resources, the history of technical libraries, online legal information, and information technology for schoolchildren, which were presented at the 1983 International Federation of Library Associations (IFLA) conference, include: (1) "Continuing Issues in the Provision of Audiovisual Information Resources - An Australian View," in which Paul T. McNally (Australia) discusses the need for guidelines on provision of library nonbook materials, national bibliographic control of audiovisual materials, and copyright law reform to enhance use of nonbook materials for research and study; (2) "Library History and the History of Technology: The British Experience," in which K. W. Humphreys (United Kingdom) describes the history of British library collections containing works on technology and the establishment and development of full-fledged technology libraries under the auspices of national, association, government, academic, corporate, and large public libraries; (3) "The Development of an International On-line Legal Information Service and Its Cooperation with Similar Services," in which Nunn Price outlines the objectives, accomplishments, and problems of EUROLEX, which provides online full-text information on European Community (EC) and United Kingdom law; and (4) "Information Technology for Schoolchildren," in which Jean C. Beck (United Kingdom) describes British projects to introduce schoolchildren to microcomputers and information technology, particularly the Schools Information Retrieval (SIR) Project, which resulted in the development of a microcomputer information retrieval system for use by secondary school students. (ESR)

**ED 239 658** IR 060 012

Franklin, Esther, Ed.

Media Libraries in Action for Administrators, Teachers, Media Librarians, Library Technicians/Aides, and Volunteer Parents (Helping Programs Grow).

Sacramento County Office of Education, Calif.  
Pub Date—[76]

Note—65p; Produced by the Sacramento-Yolo Educational Media Center.

Available from—Sacramento County Office of Education, 9738 Lincoln Village Dr., Sacramento, CA 95827 (\$2.50 plus \$0.50 postage).

Pub Type—Reference Materials (130) — Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Educational Facilities Design, Elementary Education, Elementary Schools, \*Learning Resources Centers, Library Planning, \*Library Services, \*School Libraries

Identifiers—\*California (Sacramento), PF Project  
Suggestions for improving school library and media services are offered by elementary school media staff in the Sacramento (California) area. This manual consists of one-page reference sheets for each school that responded to a request to share helpful ideas on media services. In addition to a helpful idea or ideas, each sheet includes the name of the school and district and information on whom to contact. The reference sheets are organized into seven sections: (1) overall planning; (2) remodeling/room arrangement; (3) storage and handling of materials; (4) scheduling/use planning; (5) programs with students; (6) promotion of services; and (7) just come visit. Almost half of the ideas fall into the student programs category. An alphabetical list of the

schools involved is included. (DC)

**ED 239 659** IR 060 016

Stacks of Ideas: Activities for Library Media Center and Classroom K-12.  
Oklahoma State Dept. of Education, Oklahoma City.

Pub Date—83

Note—292p; Answer key contains small print.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC12 Plus Postage.**

Descriptors—Art Activities, Behavioral Objectives, Curriculum Guides, Educational Games, Elementary Secondary Education, Instructional Materials, \*Interdisciplinary Approach, Learning Activities, Learning Resources Centers, \*Library Skills, \*Literature Appreciation, Puzzles, \*Research Skills, \*Sequential Approach, Study Skills, Units of Study, Writing Exercises  
Identifiers—PF Project

Developed for library media specialists and teachers, this K-12 guide presents a model for combining library media skills with the regular instructional program. Following a K-12 scope and sequence for library and information skills, 15 elementary and junior high school units and 12 high school units are presented. The elementary and junior high units deal with media center orientation, animal stories, folk and fairy tales, tall tales, mystery, informational books, poetry, authors and illustrators, biographies, historical fiction, adventure, fantasy, science fiction, Newbery and Caldecott award-winning books, and the Sequoyah Children's Book Award Program (Oklahoma). All units provide student objectives and activities. Most units contain art and writing ideas, glossaries, worksheets, games, or puzzles. The first high school unit is a fully developed Civil War unit which integrates library media skills. The remaining 11 fragmentary units deal with topics designed to reinforce library research skills and to provide opportunity for independent work. These units include goals, objectives, activities, and some worksheets. The appendices include a study skills scope and sequence for grades 7-9 and 10-12; a bibliography of resources; a list of organizations or publishers who publish, or sponsor contests for, children's writing or art work; and an answer key for the word puzzles. (EM)

**ED 239 660** IR 060 018

Who Was Melvil Dewey? [Revised].

Greenfield Union Elementary School District, Bakersfield, CA.

Pub Date—[83]

Note—17p; Prepared at Greenfield Junior High School.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Books, \*Card Catalogs, \*Classification, Demonstration Programs, Fiction, Filmstrips, Instructional Materials, Junior High Schools, Learning Activities, \*Library Instruction, Library Skills, Nonfiction, Resource Materials, Units of Study

Identifiers—California Demonstration Program in Reading, \*Dewey Decimal Classification, PF Project

Instructional materials for teaching junior high school students about the Dewey decimal classification system for books and about library catalog cards are presented in this unit from the Greenfield Express Management System (GEMS) program, a California Demonstration Program in Reading. A project overview form from the California Centers for Educational Improvement (CCEI) describes the GEMS program and lists other units included in the program. This unit includes: (1) instructions for the teacher; (2) a list of Kern County (California) filmstrips and unipacs on library science which can be used as follow-up activities; (3) an explanation of the Dewey decimal system; (4) an activity involving sorting books into Dewey classifications; (5) an explanation of author, title, and subject catalog cards; (6) an activity using these cards; and (7) a word-matching test involving terms used in this unit. (DC)

## JC

**ED 239 661** JC 820 504

Pedras, Melvin J.

The Conceptualization and Development of a Staff

Development Model for Community College Part-Time Faculty.

Pub Date—Oct 82  
Note—190p; Ed.D. Dissertation, University of Nevada.

Pub Type—Dissertations/Theses - Doctoral Dissertations (041) — Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC08 Plus Postage.**

Descriptors—\*Administrator Attitudes, Administrators, Community Colleges, \*Faculty Development, Full Time Faculty, \*Part Time Faculty, \*Program Development, Questionnaires, School Surveys, \*Teacher Attitudes, Two Year Colleges  
A study was conducted to provide data that could be used in the conceptualization and development of a staff development model for part-time faculty at Clark Community College (CCC). The study involved a review of the literature on part-time faculty development and a survey of administrators and full- and part-time faculty at CCC. Based on study findings, the following part-time faculty training needs were identified and prioritized: community college mission, instructional development and delivery, legal aspects of education, and classroom and laboratory management. Part-time faculty perceived their own need for training in these areas as lower than full-time faculty and much lower than administrators perceived part-time faculty needs to be. The training model that resulted from the study included the following components: (1) administration of the training; (2) determination of training needs; (3) development and organization of curriculum components; (4) identification of populations to be served; (5) logistics of the training program; (6) funding; and (7) support services. Appendices include the survey instrument and written responses of part-time faculty. (Author/LAL)

**ED 239 662** JC 830 495

Vaughan, George B. And Others

Issues for Community College Leaders in a New Era. First Edition.

Report No.—ISBN-0-87589-586-7

Pub Date—83

Note—295p; Foreword by Arthur M. Cohen.

Available from—Jossey-Bass Inc., Publishers, 433 California St., San Francisco, CA 94104 (\$17.95).

Pub Type—Books (010) — Collected Works - General (020) — Opinion Papers (120)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*College Administration, \*College Programs, \*Community Colleges, Educational Change, Educational Trends, Females, General Education, Remedial Instruction, School Business Relationship, Student Personnel Services, Transfer Programs, Two Year Colleges, \*Two Year College Students

Developed to aid community college leaders in considering what changes in governance, curriculum and student services are needed to keep their institutions vital and responsive to contemporary needs, this book suggests ways of responding to major issues facing community colleges. George Vaughan's introductory essay, "Community Colleges in Perspective," examines forces influencing the historical development of the community college. Part 1, on students served by community colleges, includes "Serving Today's Diverse Students," by Dorothy Knoell; "Keeping the Door Open for Disadvantaged Students," by Robert Templin, Jr.; and "Changing Status of Women," by Billie Wright Dzielch. Part 2, on the special functions of community colleges, presents "Providing Remedial Education," by Donald Barshis and Thomas Guskey; "Reformulating General Education Programs," by Chester Case; "Strengthening Transfer Programs," by Alexander Astin; and "Redirecting Student Services," by Paul Elsner and Clark Ames. Part 3, on managing community colleges, includes "Leading the Educational Program," by Arthur Cohen; "Building Commitment to the Institution," by Richard Richardson, Jr. and William Rhodes; "Population Trends and Need for Diversity," by J. Wade Gilley; "Establishing Alliances with Business and Industry," by Harold Hodgkinson; and "New Concepts for Community Colleges," by Robert McCabe and Suzanne Skidmore. (LAL)

**ED 239 663**

Wheeler, Sharon M.

Annual Report to the Governor, 1982-1983. State

Board of Directors for Community Colleges of Arizona.

Arizona State Board of Directors for Community

JC 830 522

Colleges, Phoenix.

Pub Date—83

Note—130p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—College Curriculum, \*College Faculty, \*Community Colleges, \*Educational Finance, \*Enrollment, Enrollment Trends, Financial Support, Part Time Faculty, School Districts, School District Spending, State Boards of Education, State Surveys, Student Characteristics, Two Year Colleges, Two Year College Students, \*Vocational Education

Identifiers—\*Arizona

This five-part annual report provides information for fiscal year 1982-83 on the Arizona State Board of Directors for Community Colleges; the state's community districts; college finances and enrollments; and state vocational education. After introductory material outlines the purpose of the community college system and the make-up of the 14-member state board, Section I presents a statement of the philosophy of the community college system, delineates the board's expenditures during the year, and indicates the number of teaching certificates issued. Section II contains a directory, providing information on the state's 9 community college districts, 15 colleges, 3 skill centers, and 27 campuses; and includes a staffing profile for each district. Section III presents financial data, including information on revenues and expenditures, sources and disposition of funds, current operating expenditures, an analysis of state aid income, cost and income factors, state aid to community colleges, and indebtedness and investment. Section IV provides enrollment data, focusing on the districts' full-time student equivalency history; student demographics; degrees and certificates awarded; credit hours; and off-campus and non-credit enrollment. Section V provides statistics on vocational education by college and program area, describes new and special projects, and concludes with a matrix showing all curriculum offerings at each of the community colleges. (HB)

ED 239 664

JC 830 825

Barka, Naomi

Stress in Professionals and Non-Professionals, Men and Women.

Pub Date—25 Mar 83

Note—4p.

Journal Cit—Innovation Abstracts; v5 n9 Mar 25 1983

Pub Type—Collected Works - Serials (022) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Anxiety, Clerical Occupations, Emotional Problems, Females, \*Helplessness, Hypertension, Individual Power, Literature Reviews, Males, \*Nonprofessional Personnel, \*Personal Autonomy, \*Physical Health, Professional Occupations, \*Sex Differences, \*Stress Variables, Teaching (Occupation)

Identifiers—PF Project

Researchers are finding that high demands plus low control over how the job is done make a job stressful. According to Professor Robert Karasek of Columbia University, the statistics on heart disease and high blood pressure prove that nonprofessional workers such as typists are under more stress than professional workers such as teachers. Dr. Marianne Frankenhauser of Sweden has isolated stress hormones often connected with heart attacks and strokes. One group of hormones is associated with adrenaline which increases with tension; the other is cortisol, which is connected to feelings of anxiety. According to Dr. Frankenhauser, when a person is given more control over his tasks, the cortisol level will lower even though the adrenaline level will remain high. The worker will make effort without distress. Another difference between teaching careers and the typist's job is that the typist's job is less interesting which causes boredom, frustration, and a decline in self-esteem. Women seem to cope better with stress than men, according to Dr. Frankenhauser, but women seem to have more stress to handle. Sociologists find that people with monotonous jobs learn to be passive and do not tend to seek stimulation after work. There are positive ways in which a person can relieve stress such as physical exercise, assertiveness training, and the positive sharing of gripes. (EM)

ED 239 665

JC 840 008

Razor, Richard A. And Others

Instructional Program Review: A Mini-Accreditation Approach to Self-Evaluation in Community Colleges.

American River Coll., Sacramento, CA.

Pub Date—Oct 83

Note—26p.

Pub Type—Guides - Non-Classroom (055) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Planning, Community Colleges, Departments, \*Evaluation Criteria, \*Evaluation Methods, Organizational Objectives, \*Program Evaluation, \*Self Evaluation (Groups), Two Year Colleges

Program review is essential for long-range planning, financial accountability, and self-validation. One option for dealing with the limitations of many program review models is a mini-accreditation approach to assess the extent of goal attainment within a broad category of activities or outcomes. All members of the department being reviewed should be involved in the accomplishment of the following steps: (1) identify the goals and objectives of the department/program; (2) translate goals/objectives into observable and measurable outcomes; (3) collect data relative to goals/objectives; (4) assess the success of goal attainment based on the data collected; (5) write a self-evaluation report which describes, appraises, and presents a plan of action for each goal; and (6) arrange for a team of evaluators from other departments or outside the school to review the self-evaluation report and make an on-site visit. Data elements which must be part of the departmental self-evaluation are departmental history and forecasts for the subject matter, duplication of programs at nearby institutions, enrollment trends, departmental costs, student characteristics and opinions, academic standards, grades, retention, job placement data, consumers' opinions of program completers, professional growth/achievement of staff, curriculum, texts, and adequacy of support functions. A comprehensive review by each department builds a foundation for accreditation and institutional goal setting. (LAL)

ED 239 666

JC 840 027

Schumacher, Eugene Peterson, Gary

College of the Siskiyous Comprehensive Institutional Evaluation System, Management Report, Association of California Community Coll. Administrators.

Pub Date—2 Apr 83

Note—23p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Graduates, College Role, College Transfer Students, Community Colleges, Community Surveys, Faculty College Relationship, Graduate Surveys, \*Institutional Evaluation, Participant Satisfaction, Questionnaires, School Surveys, \*Self Evaluation (Groups), Student Evaluation of Teacher Performance, Two Year Colleges, Two Year College Students

Identifiers—\*College of the Siskiyous CA

This special project, a fifth year review of an institution under current accrediting commission policy, was undertaken at College of the Siskiyous (COS). Its purpose was to provide a comprehensive evaluation of the institution and its programs and services through surveys of community residents, staff members, and former and current students. A telephone survey of 500 randomly selected households, conducted to assess the educational needs of the district, revealed that residents were aware of COS, felt that providing education and training to help people get jobs was the most important college function, and rated COS highest in providing transfer education. Interviews conducted with 62 former COS transfer students at their four-year institution found favorable evaluations of COS's size, location, atmosphere, and transition opportunity, and criticism of the preparation provided in writing and library-utilization techniques. Telephone interviews were also conducted with 80 former vocational students, revealing that over 90% of this group had no trouble in finding employment and that almost all felt adequately prepared by their COS program. The 600 day students who were surveyed in class to determine their perceptions of their instructors and courses rated faculty highest on homework and field trip relevance, and knowledge of and enthusiasm for their subject, and lowest on lecture clarity, class organization, and use of audio-visual material. Most of the COS staff surveyed felt they had good relationships with their colleagues and that teaching

was COS's most important task. The survey instruments are appended. (LAL)

ED 239 667

JC 840 029

Giugni, Tom Burris, Douglas W.

Sacramento City Unified School District and Sacramento City College Articulation Council Year-End Report.

Sacramento City Unified School District and Sacramento City Coll. Articulation Council, CA.

Pub Date—Aug 83

Note—6p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Articulation (Education), Community Colleges, \*Cooperative Programs, Educational Planning, High Schools, Organizational Objectives, School Districts, Two Year Colleges

In 1982, the President of Sacramento City College (SCC) and the Superintendent of the Sacramento City Unified School District (SCUSD) developed the new concept of a joint articulation council to address current problems related to the number of under-prepared students and the possible duplication of effort in basic skills instruction and proficiency testing. To achieve this goal, four objectives were established: (1) curriculum integration and articulation of selected high school and college occupational programs; (2) development of a core assessment/placement model in conjunction with one of the SCUSD feeder high schools; (3) planning of an articulation continuum for instruction programs and student services; and (4) dissemination of information about these activities to appropriate personnel. During the year following its organization, the SCUSD/SCC Articulation Council met eight times and accomplished the formalization of SCUSD/SCC articulation efforts; identified priority areas for articulation study; developed joint committees in the areas of English/English as a Second Language, science/math/computers, counseling services, occupational education, and assessment; and jointly planned and endorsed recommendations emanating from a series of workshops. The bulk of the report on the year's activities of the Articulation Council consists of summaries of the content of the eight council meetings. (LAL)

ED 239 668

JC 840 031

Eannello, Dominick M.

Public Service at Hudson Valley Community College: An Annual Report.

Hudson Valley Community Coll., Troy, N.Y.

Pub Date—31 Aug 83

Note—28p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Annual Reports, College Role, Community Colleges, Community Development, \*Community Education, \*Community Services, \*Continuing Education, Government School Relationship, \*Noncredit Courses, School Business Relationship, \*Training, Two Year Colleges

This annual report presents information on the public services provided by Hudson Valley Community College (HVCC) in 1982-83. After introductory material defines public service and outlines laws and regulations governing their operation in New York's community colleges, an overview is provided of the three units at HVCC concerned with services for the private sector and the community at large: (1) the Continuing Education Office, which offers traditional and nontraditional students educational alternatives in the areas of occupational development, cultural awareness, self-improvement, and leisure activities; (2) the Public and Community Service Project Office, which offers a comprehensive training program to government agencies and, to some degree, private industries; and (3) the Office of Public Services, which coordinates programs for economic development and the improvement of the quality of professional and personal life. The following sections provide more detailed information about the functions, methods for identifying program needs, delivery systems, and 1982-83 activities and programs of each of the three offices. After a discussion of the scope of the public service capabilities of HVCC, which includes a list of the courses offered during the year, the report concludes with examples of anticipated programs for 1983-84. (HB)

ED 239 669

JC 840 041

The English Placement Test: A Correlation Analysis.

San Diego Community Coll. District, CA. Research



and Planning.

Pub Date—Oct 83

Note—294p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—\*College Entrance Examinations, Community Colleges, Correlation, \*Grades (Scholastic), Predictive Measurement, \*Student Placement, \*Testing Programs, Two Year Colleges, \*Two Year College Students

A project was undertaken in the San Diego Community College District to develop a consistent districtwide placement testing program using the same test instruments and uniform cut-off scores for placement in English and mathematics courses. As part of the project, a study was conducted to correlate English placement test scores and grades for all English courses; analyze the relationship between English test scores and academic achievement; and make appropriate recommendations. The first phase of the study involved a sample of 3,305 Mesa College students tested between April and December 1982, 39% of whom had enrolled in an English course between fall 1982 and spring 1983. Analyses of students' English course grades with placement scores, conducted by ethnic category (white/non-white), high school attended, high school graduation status, gender, and age, revealed: (1) in only one course, English 101, was there a significant correlation between placement scores and grades; (2) non-white students showed a significant correlation between test scores and grades in English courses; (3) out-of-country high school graduates scored lowest on the placement tests, but had a grade point average higher than the whole group of graduates; and (4) a strong correlation did not exist between grades and test scores for the group as a whole. Observations and recommendations, and extensive data tables showing placement results, placement test scores, and grades are included. (HB)

ED 239 670

JC 840 042

Student Housing Market Analysis: Ketchikan Community College.

Fink (Ira) and Associates, Berkeley, CA.

Spons Agency—Alaska Univ., Auke Bay. Office of Facilities Planning and Construction.

Pub Date—Jun 83

Note—246p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Ancillary School Services, \*College Housing, Community Colleges, Community Surveys, Design Requirements, \*Educational Facilities Planning, Enrollment Influences, \*Facility Requirements, Facility Utilization Research, \*Housing Needs, Housing Opportunities, Needs Assessment, Student Characteristics, Two Year Colleges

This 13-part report presents the results of a study to determine whether Ketchikan Community College (KCC) should provide student housing over the next 10 years. Section I introduces the purpose of the study, the college, the prevalence of college-supplied student housing at two-year colleges, and study methodology. Section II summarizes the major findings of the study in terms of enrollments, off-campus housing, student characteristics, and housing demand; and provides conclusions and recommendations. Section III presents an analysis of enrollments and enrollment projections, and section IV presents information on the surrounding community and available housing, occupancy/vacancy rates, rental rates, and the potential impact of two planned housing projects. Section V contains KCC student profiles in terms of demographics, housing, transportation, and employment; section VI assesses student interest and preferences regarding on-campus housing. Results of an adult population survey and a high school student survey are presented in section VII. Sections VIII, IX, and X look at alternatives and options for KCC's student housing program, estimating on-campus student housing demand; discussing the advantages and disadvantages of residence halls, suite-type housing, single student apartments, and single/married student apartments; and weighing the options of providing no housing assistance, a housing placement service, and student housing. Finally, in section XI, general and specific design recommendations for a housing unit are presented. The survey instruments are appended. (LAL)

ED 239 671

JC 840 044

Parsons, Michael H.

New Technology and the Human Response: The Issues Facing Vocational Education in the 1980's.

Pub Date—Jan 84

Note—9p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*College Role, Community Colleges, Cooperative Programs, \*Educational Planning, \*Education Work Relationship, Job Training, \*Labor Force Development, School Business Relationship, Two Year Colleges, \*Vocational Education, Vocational Education Teachers

Five issues facing vocational education are becoming sufficiently visible to suggest an agenda for community college action. First, the Job Training and Partnership Act, which seeks to address the continued dislocation of the American economy and to rectify problems of structural unemployment, will require greater cooperation and coordination among education, business, industry, labor, and government to meet local training needs. Second, since the time lag between technological innovation and commercial application of new techniques and processes is down to 2 or 3 years, new linkages with business, industry, and government must be established by community colleges to update equipment in vocational laboratories and shops. Third, vocational education must be able to provide remedial, entry-level, upgrading, and structural retraining opportunities simultaneously in light of the prospect of technological retraining facing all Americans during their work lives. Fourth, vocational faculty will need retraining to respond to changing technologies through periodic returns to business or industry. Finally, a technologically sophisticated economy will require employees with the basic skills necessary for mastering the new technologies. To respond to these challenges, community colleges must develop delivery systems founded on technological literacy and independent learning; a competent vocational faculty to prepare the social environment for technology transfer; and greater cooperation and coordination. (HB)

ED 239 672

JC 840 045

Freitas, Joseph M. Close, Catherine

Fifty Percent Law Review.

California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date—Jun 83

Note—72p.; Discussed as Agenda Item 4 at a Meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, June 2-3, 1983).

Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110) — Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Capital Outlay (for Fixed Assets), \*Community Colleges, \*Compliance (Legal), \*Educational Finance, \*Faculty Workload, \*Resource Allocation, \*State Legislation, State Surveys, \*Teacher Salaries, Two Year Colleges Identifiers—\*California, \*Fifty Percent Law (California)

Prepared for the Board of Governors of the California Community Colleges, this report provides an overview of the 50% Law (Education Code Section 84362), which requires the state's community college districts to spend 50% of the current expense of education each fiscal year (FY) on the payment of salaries for classroom instructors. The first of the four sections of the report presents the January 1981 report to the California legislature from the Board concerning the operation, effects, and extent of compliance with the provisions of the 50% Law by the community colleges in FY 1977-78 through 1979-80. This report includes a history of the law, the Board's regulations, and information on compliance, exemptions, and remaining issues. The second section provides statistical information on plant maintenance and operation costs for non-complying districts; faculty workload data for the lowest and highest workload districts and for non-complying districts; and districts with the highest and lowest percentages of expenditures for 50% Law purposes. The third section presents information on the application of the 50% Law in the Butte Community College District, which for several years had difficulties in complying with the regulation. The final section presents items on the law presented by faculty organizations. (HB)

ED 239 673

JC 840 046

Petersen, Allan Cepeda, Rita

English as a Second Language: Its Scope, Role and Definition within California Community Colleges.

California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date—Jan 84

Note—27p.; Discussed as Agenda Item 1 at a Meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, January 25-27, 1984).

Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Community Colleges, Educational Legislation, Educational Needs, \*English (Second Language), Program Descriptions, Program Development, Refugees, \*Second Language Instruction, State Surveys, Two Year Colleges Identifiers—\*California

A review is provided of the clientele, provision of services, and potential growth of English as a Second Language (ESL) instruction in California's community colleges as a step in the development of a coherent philosophy and practical strategy to meet current and future needs. Section I provides background information on ESL instruction in the community colleges and the bills which constitute legislative authority for ESL offerings. Section II highlights major findings and recommendations of the California Postsecondary Education Commission report, "Promises to Keep," indicating that ESL courses are found in every segment of postsecondary education in California and that 91 of 107 community colleges offer ESL instruction. Section III discusses the current and projected needs for ESL services, considering the number of limited-English proficient students in K-12 levels, vocational education requirements, the large refugee population in California, and demographic projections. Section IV describes the characteristics of existing programs and the teaching and administrative practices found in ESL courses and programs statewide based on a 1983 survey of a stratified sample of 18 community colleges. Finally, section 7 describes three model ESL programs, selected on the basis of innovative practices, size, location, and population served. Appendices include ESL course descriptions. (HB)

ED 239 674

JC 840 047

Losak, John Morris, Cathy

Integrating Research into Decision Making: Providing Examples for an Informal Action Research Model. Research Report No. 83-24.

Miami-Dade Community Coll., Fla. Office of Institutional Research.

Pub Date—Jul 83

Note—17p.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Action Research, \*College Administration, Community Colleges, \*Decision Making, \*Institutional Research, Policy Formation, Researchers, \*Research Utilization, Two Year Colleges

One promising avenue for increasing the utilization of institutional research data is the informal action research model. While formal action research stresses the involvement of researchers throughout the decision-making process, the informal model stresses participation in the later stages of decision making. Informal action research requires that researchers have a fair amount of informal knowledge of pressing issues and of the decision makers at their institution; use informal communication channels; anticipate information needs before they arise; provide concise and timely data, solicited or not, in easy-to-read language; and use multiple channels for disseminating data. Three brief case studies illustrate the use of informal action research at Miami-Dade Community College (MDCC). In one case, data on the effectiveness of immersing students in remedial work during their first term, in contrast to integrating regular and remedial courses, were used in the formulation of policy regarding mandatory placement. In the second case, a student survey focusing on perceptions of high school preparation spurred joint action by MDCC and local public schools toward improving the quality of high school education. In the final case, a student flow model was developed to illustrate to legislators and administrators the potential impact of new testing

requirements. Researchers may profit from the informal model as a way to show decision makers the value of data for their deliberations. (LAL)

ED 239 675 JC 840 048

Wright, Ted. *Losak, John*  
Should One Variable (CLAST) Be Used to Determine Entrance to Upper Division at the State University System in Florida? Research Report No. 83-27.

Miami-Dade Community Coll., Fla. Office of Institutional Research.

Pub Date—Sep 83

Note—12p.

Pub Type—Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, \*Achievement Tests, \*Admission Criteria, \*College Admission, Community Colleges, Grade Point Average, High Achievement, High School Students, \*Predictor Variables, Two Year Colleges, Two Year College Students

A study was conducted at Miami-Dade Community Colleges (MDCC) to investigate whether a combination of freshman and sophomore grades and student scores on the College Level Academic Skills Test (CLAST) would be a better predictor of student academic success at the four-year level than CLAST scores alone. Since there were insufficient data to determine the predictive validity of CLAST, an analogous situation was used to test the premise; i.e., the college performance of students with high grade point averages (GPA's) from high school and low scores on the Comparative Guidance and Placement (CGP) test was analyzed. The study sample was a group of 455 credit students who had been offered the Scholar's Grant award based on their standing in the top 10% of their high school class. Of these students, 326 scored high enough on the CGP to register for college-level course work, and 129 scored low enough on at least one of the sub-tests to be eligible for remedial course work. The performance of these two groups was compared on the basis of whether they earned an associate degree, number of credits earned, and student GPA. There was no significant difference between the groups on the basis of credits earned or degree attainment; however, a larger proportion of students not eligible for remedial course work earned GPA's of 3.0 or higher. Based on study findings, it was concluded that achievement test results are not better predictors of overall success than previous academic performance, and that use of CLAST results alone will probably lead to erroneous admission decisions. (HB)

ED 239 676 JC 840 049

Morris, Cathy. *Baldwin, Anne*  
Program Review Data: Enrollment, Completion, and Placement Data for M-DCC Occupational Programs as Reported to the State of Florida. Research Report No. 83-31.

Miami-Dade Community Coll., Fla. Office of Institutional Research.

Pub Date—Nov 83

Note—40p.

Pub Type—Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Persistence, \*College Graduates, College Transfer Students, Community Colleges, \*Educational Trends, \*Education Work Relationship, \*Employment Patterns, \*Enrollment Trends, Two Year Colleges, \*Two Year College Students, \*Vocational Education

Prepared for program managers and administrators at Miami-Dade Community College (MDCC), this report presents the placement and follow-up data to be used in a statewide program review process and highlights particular trends in enrollments, completions, and graduate placement for MDCC's occupational programs. The first sections of the report identify its purposes and objectives; provide information on data sources and the method used to determine program enrollments; define program completion and placement status; and indicate that programs are flagged if they: (1) had fewer than 10 enrollees or completions across the last 3 years; (2) had a completion increase or decrease of at least 10 students and at least 20% across the last 3 years; and (3) had fewer than 60% of their completers working in a related field or continuing their education in 1982-83. Next, study results and the factors that may have influenced the findings are discussed. Data on 108 occupational programs are then presented for the years 1976-77 through 1982-83, including the number of enrollments and completions in the program, the number and percentage of completers employed in a related field and those continuing their education, and program flags or notations as appropriate. Finally, summary tables list the programs with fewer than 10 enrollees and/or completers in the past 3 years, and present a rank ordering of programs by the percent of 1981-82 completers working in a related field. (LAL)

ED 239 677 JC 840 050

Losak, John. *Morris, Cathy*  
Projected Impact of Entry and Exit Testing in Secondary and Postsecondary Education. Research Report No. 83-32.

Miami-Dade Community Coll., Fla. Office of Institutional Research.

Pub Date—Nov 83

Note—9p.

Pub Type—Reports - Descriptive (141) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Persistence, \*Achievement Tests, Black Students, Community Colleges, \*Enrollment Influences, Enrollment Projections, \*High School Students, Hispanic Americans, Scores, \*State Programs, \*Testing Programs, Two Year Colleges, \*Two Year College Students, White Students

Identifiers—\*Florida  
A student flow model is presented to raise the awareness of administrators and community leaders regarding the impact of proposed testing requirements in the state of Florida; i.e., the addition of a State Student Assessment Test (SSAT) of functional literacy, a statewide college entry level test, and the College Level Academic Skills Test (CLAST) required for passage to the junior year. The model presents data depicting the current testing systems and changes in student flow engendered by the new testing requirements. Table 1 presents the hypothetical flow for a typical sample of 100 high school graduates who attempt to register at Miami-Dade Community College (M-DCC). For Black, White, and Hispanic students, this table presents the number of students who, with the testing requirements and without them, would leave Dade County public schools before graduation; write the SSAT, Part II; fail the SSAT; graduate from high school; score below the 15th percentile on one or more statewide placement tests and be excluded from M-DCC enrollment; register at M-DCC; remain enrolled for 1 year; complete courses required for an associate degree; score below -1 standard deviation on one or more CLAST subtests; and graduate from M-DCC. Table 2 presents student flow in these areas using actual headcount numbers to provide a sense of the magnitude of the impact of the testing requirements. A discussion of the data elements and tests is included. (HB)

ED 239 678 JC 840 051

Baldwin, Anne  
Placement and Follow-Up Report: Graduate Survey Responses and State Defined Placement Status of Occupational Programs for the Academic Year 1981-82. Research Report No. 83-36.

Miami-Dade Community Coll., Fla. Office of Institutional Research.

Pub Date—Nov 83

Note—94p.

Pub Type—Reports - Research (143) - Tests/Questionnaires (160) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*College Graduates, Community Colleges, \*Employer Attitudes, \*Employment Patterns, Followup Studies, Graduate Surveys, Institutional Evaluation, Participant Satisfaction, Two Year Colleges, \*Two Year College Students, Vocational Followup

A study was conducted at Miami-Dade Community College (M-DCC) to determine the placement status of 1981-82 graduates from the college's occupational programs. Data for the study were obtained from five sources: a survey of 1,497 program graduates; Department of Labor and Employment Security Files; State University System files; an employer follow-up survey; and a job placement log from the college's job placement offices. Study findings, based on these data and responses from 553 program graduates, revealed that: (1) there were 1,606 occupational graduates for 1981-82 within 107 occupational programs, 53% of which had 5 or

more graduates; (2) over 80% of the responding graduates gave positive ratings to program training, course content, instructor preparation, and library services; (3) 55.2% of the graduates reported receiving financial aid for 1981-82; (4) 88.6% of the graduates found their jobs through their own initiative or with the help of friends and relatives; (5) the modal hourly salary was between \$8 and \$10; and (6) MDCC training helped many graduates obtain a job, perform occupationally, and advance in their positions. The bulk of the report consists of survey data for the college as a whole and for the four college campuses. Appendices include the student and employer questionnaires, and a placement and follow-up report form. (HB)

ED 239 679 JC 840 052

Losak, John. *Morris, Cathy*  
Effects of Student Self Selection into Remedial Classes. Research Report No. 83-39.

Miami-Dade Community Coll., Fla. Office of Institutional Research.

Pub Date—Dec 83

Note—20p.

Pub Type—Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, Academic Persistence, Achievement Tests, Educational Trends, Remedial Instruction, Scores, Student Placement, Testing Programs, \*Two Year College Students

A study was conducted at Miami-Dade Community College (M-DCC) to assess the academic performance of students who participated in remedial course work during their first term of enrollment, and to determine the participation rate of remedial-eligible students. The fall 1980 administration of a basic skills test battery found 2,968 of 6,726 first-time-in-college students eligible for remedial reading, 2,770 eligible for remedial writing, and 2,933 eligible for remedial math. More than half of the remedial-eligible students did not take remedial coursework, with the lowest participation rates in math courses and the highest in reading courses. The retention and graduation rates of those students who did not take remedial courses were as high or higher than those of students who did take remedial courses. At one campus, students' chances of graduating or still being enrolled 3 years after their initial enrollment were markedly improved by not taking a remedial course during their first term. Due to a phase-in policy of mandatory compliance with remedial placement, there was an anticipated and consistent increase between 1980 and 1982 in the percentage of eligible students taking remedial courses during their first term. Based on retention and graduation data, advisors should be alerted that a student's deliberate decision not to enroll in remedial work during his/her first term may be a beneficial and appropriate choice. (HB)

ED 239 680 JC 840 053

Morris, Cathy  
Patterns of Direct Entry Enrollment of Public High School Graduates into Miami-Dade Community College. Research Report No. 84-01.

Miami-Dade Community Coll., Fla. Office of Institutional Research.

Pub Date—Jan 84

Note—101p.

Pub Type—Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*College Attendance, \*College Bound Students, Community Colleges, Enrollment, \*Enrollment Trends, \*High School Graduates, Two Year Colleges

Designed to provide information on reasons for the enrollment decline of full-time, first-time-in-college students at Miami-Dade Community College (MDCC), this report presents data showing the patterns of Dade County public high school graduation and subsequent direct-entry enrollment into MDCC for the past 5 years. Introductory material provides background on declining first-time-in-college enrollments, and presents study methodology and results. Next, tables present: (1) a summary of graduation and MDCC enrollment patterns for each high school in the area for the past 2 years ordered by factors influencing MDCC headcount; e.g., whether there had been a decline in the absolute number of direct-entry graduates to MDCC, whether there had been a decline in the proportional draw to MDCC, whether MDCC was receiving fewer than 30% of the graduates as direct-entry stu-

dents, and whether the school had fewer than 400 graduates; and (2) a summary of high school graduates by geographical area and subsequent enrollment at MDCC as direct-entry, first-time-in-college students for the years 1978 through 1982. The bulk of the report consists of data on direct-entry enrollments for four geographic areas, which including the number of students enrolling at MDCC from each graduating class and their distribution by campus; the percentage of direct-entry, first-time-in-college students; and statistics for each high school in that area individually. Finally, figures are presented illustrating enrollment data by campus and geographic area. (HB)

ED 239 681

JC 840 054

Lucas, John A.

Follow-Up Study of 1981 Harper Transfer Alumni.

Volume XII, No. 13.

William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.

Pub Date—31 Jan 84

Note—107p.

Pub Type—Reports - Research (143) - Tests/Questionnaires (160) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*College Transfer Students, Community Patterns, Followup Studies, \*Institutional Evaluation, Majors (Students), \*Participant Satisfaction, Questionnaires, Two Year Colleges, Two Year College Students, Vocational Followup

In January 1982, a study was conducted at William Rainey Harper College (WRHC) to gather follow-up data on transfer-oriented students 1 year after they had accumulated at least 48 semester hours of credit. All 820 alumni meeting these criteria were mailed a survey form asking about their current status, evaluation of WRHC, and activity patterns while at WRHC. Study findings, based on an 83% response rate, included the following: (1) 1.9% of the alumni were unemployed and seeking employment—an all-time high when compared to past WRHC transfer alumni classes; (2) only 37.5% were voluntarily unemployed—an all-time low among past alumni classes; (3) 29.5% were employed part-time; (4) the mean full-time salary of transfer alumni was \$16,900, which was up 16.5% over the 1979 WRHC class; (5) 1981 transfers were employed more hours while at WRHC (21.3 hours per week) than past alumni and were less likely to spend time on campus in either extracurricular or informal activities; (6) only 51.1% remained in a closely related field in their employment or educational activities after leaving WRHC; (7) 71% were still enrolled in college; (8) the highest percentage of alumni in WRHC's history left without attaining a certificate or degree; (9) students performed well after transfer; and (10) respondents rated WRHC and its services better in almost all areas than their predecessors. Extensive data tables, student comments, and the survey instrument are included in the study report. (LAL)

ED 239 682

JC 840 055

Kintzer, Frederick C.

Short-Cycle Higher Education: Purposes and Issues.

Pub Date—83

Note—39p.

Pub Type—Reports - Descriptive (141) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Change, Educational Development, \*Educational Objectives, Educational Quality, \*Educational Trends, \*Foreign Countries, Higher Education, Policy Formation, Technical Institutes, Terminal Education, \*Two Year Colleges

Identifiers—\*Short Cycle Education

Citing educational reforms being undertaken in the member nations of the Organization for Economic Cooperation and Development and in other countries, this paper examines the purposes, distinguishing characteristics, and concerns of short-cycle higher education. First, introductory material offers an overview of postsecondary educational reforms of the past 2 decades, examines the structural place of short-cycle education, and defines short-cycle education as education placed between compulsory and university degree completion in which students engage in postsecondary terminal instruction, curricula leading to university diplomas, and/or continuing or recurrent non-degree classes and activities. The next section discusses the purposes of

short-cycle education; i.e., to respond to increasing demands for postcompulsory education from a wide segment of society; to contribute to equalization of educational opportunities; to provide a diversity of studies, primarily in manpower areas; and to facilitate non-traditional practices. A list of the distinctive characteristics of short-cycle education follows, including low fees, accent on instruction, program relevancy, decentralized decision making, and facilitation of community education. Finally, contrasting directions taken by nations involved in structural educational changes are discussed in the areas of policy formation, implementation concerns (e.g., structure, organization, regulation, coordination, finances, and planning), and problems associated with quality. (LAL)

ED 239 683

JC 840 056

Haugen, Roger E.

Umpqua Community College: Its Economic Impact on Douglas County.

Umpqua Community Coll., Roseburg, OR.

Pub Date—Mar 82

Note—41p.

Pub Type—Reports - Research (143) - Tests/Questionnaires (160) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Community Benefits, Community Colleges, Economic Research, Educational Economics, \*Expenditures, Questionnaires, \*School Community Relationship, School Surveys, Two Year Colleges

Identifiers—\*Economic Impact, Economic Impact Studies

A study was conducted to assess the additional monies in circulation within Douglas County due to the existence of Umpqua Community College (UCC). Direct and indirect economic impact was calculated for the 1980-81 fiscal year based on UCC records and staff and student surveys conducted during February 1982. Study findings included the following: (1) while Oregonians invest over \$3.7 million in UCC through state and local taxes, the college is directly responsible for returning almost six times this amount (\$20,895,026) to the Oregon economy; (2) these additional monies in the state's economy are the sum of \$5,682,926 in student expenditures, \$2,312,900 in staff expenditures, \$2,451,687 in college expenditures, and \$10,447,513 in indirect expenditures due to responding in-state; (3) the total economic impact of UCC on the district was \$15,746,846; (4) 1,370 full-time equivalent jobs existed for Oregonians because of UCC; (5) if not for the existence of UCC, 331 full-time and 2,203 part-time students would not attend college, and 683 full-time and 554 part-time students would attend an out-of-district college; and (6) UCC ranked 4th among Oregon's 13 community colleges in impact per tax dollar. Student and staff questionnaires, data transmittal forms, formulas used in calculating economic impact data, and a raw data summary are appended. (LAL)

ED 239 684

JC 840 059

Smith, Jeanne

Evaluation of the Telecourse Program at Saddleback College: Student Retention and Academic Achievement.

Pub Date—83

Note—140p.; Ed.D. Dissertation, Nova University.

Pub Type—Dissertations/Theses - Doctoral Dissertations (041) - Reports - Evaluative (142) - Tests/Questionnaires (160)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Academic Achievement, \*Academic Persistence, Community Colleges, Course Evaluation, Dropouts, \*Participant Satisfaction, Questionnaires, School Surveys, \*Student Characteristics, \*Telecourses, Two Year Colleges

Identifiers—Saddleback Community College CA

A study was conducted at Saddleback College to evaluate the retention, achievement, and satisfaction of students enrolled in the college's telecourse program. The study sample included all telecourse and on-campus students enrolled in courses in American government, human behavior, music, and marine biology in spring 1983. Study methods, which included student surveys and pre- and post-testing of subject mastery, focused on developing comparative profiles of students who finished the telecourses and those who did not; comparing the achievement of telecourse and on-campus students; and assessing the satisfaction of telecourse completers. Study findings included the following:

(1) there were no differences between telecourse completers and non-completers in 21 of 26 questionnaire items regarding personal and academic characteristics (e.g., sex, age, marital status, ethnicity, college and high school grades, and occupational status); (2) in comparison to non-completers, completers more frequently preferred to study alone, were taking the course for degree requirements or career advancement, and had previously taken telecourses; and less often had problems taking courses on campus; (3) there was no significant difference in the post-test scores of the telecourse and on-campus students for any course; and (4) telecourse completers expressed overall satisfaction with their experience. Questionnaires are appended. (LAL)

ED 239 685

JC 840 060

Lazier, Paul

Follow-Up Survey of Graduates of 1981 and 1982.

New Hampshire Vocational Technical College.

New Hampshire Vocational Technical Coll., Berlin.

Pub Date—Dec 83

Note—121p.

Pub Type—Reports - Research (143) - Tests/Questionnaires (160) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*College Graduates, Education Work Relationship, Followup Studies, Graduate Surveys, Institutional Evaluation, Job Training, \*Participant Satisfaction, Questionnaires, Student Evaluation of Teacher Performance, Technical Institutes, \*Vocational Education, Vocational Followup

In fall 1983, students who had graduated from New Hampshire Vocational Technical College at Berlin (NHVTC-B) were surveyed to determine their employment and educational status, and degree of satisfaction with their curriculum and instruction. Questionnaires were sent to the 301 graduates from 1981 and 1982, and responses were received from 172 (57%) of those surveyed. Study findings revealed: (1) 87% of the respondents were currently employed, and 64% of these graduates were employed in a field directly related to their college major; (2) of those in training-related employment, 51% earned between \$5.00 and \$8.00 per hour; 73% found the basic skills training at NHVTC-B to be very good or excellent; 72% rated the general technical knowledge they received as good or excellent; and 19% felt NHVTC-B's equipment and facilities to be better than those found on the job; (3) 62% of the total respondent group felt the instructors at the college taught very well, 84% considered them to be very knowledgeable, and 72% felt they were up-to-date; (4) 74% indicated that they would select the same vocational program if they could start over again and 22% said they would not; and (5) 74% of the respondents were working and living in New Hampshire. The study report includes a breakdown of results within 14 vocational program areas and the survey instrument. (HB)

ED 239 686

JC 840 061

Ensrud, Peter R. Edgar, Patrick B.

Dawson Community College Needs Assessment

Survey Analysis.

Dawson Community Coll., Glendive, MT.

Pub Date—Jul 83

Note—123p.

Pub Type—Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Community Attitudes, Community Colleges, Community Surveys, \*Educational Needs, \*Employer Attitudes, High Schools, \*High School Students, Needs Assessment, Program Development, \*School Business Relationship, School Surveys, Two Year Colleges

In 1983, a study was conducted by Dawson Community College (DCC) to gather information for program development at off-campus sites in Sidney and Baker, Montana, and to evaluate the services provided by the main campus to the communities in the Dawson area. The study, conducted in all three geographic areas, involved surveys of: (1) high school juniors, which focused on familiarity with DCC's regular and early admission programs, interest in college courses, and primary barriers to DCC enrollment; (2) high school seniors, which solicited information on employment and educational plans and course interest; (3) community residents, which gathered information through mailed questionnaires and, in the case of the Dawson area, telephone interviews focusing on personal background,



perceptions of DCC, preferred conditions for learning, enrollment barriers, and program interests; and (4) business and industry, which solicited general information on the firms, training needs of new and current employees, and interest in DCC's services. The study report includes separate analyses for each community for each survey. (LAL)

**ED 239 687** JC 840 063  
Formula Budgeting for the Community Colleges in Alaska.

Alaska State Commission on Postsecondary Education, Juneau.

Pub Date—28 Sep 82

Note—68p.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Budgeting, \*Community Colleges, Enrollment, \*Finance Reform, \*Full State Funding, Personnel Needs, \*Resource Allocation, State Legislation, Student Teacher Ratio, Two Year Colleges

Identifiers—\*Alaska, \*Formula Budgeting

Information is provided on the budgeting formula developed for funding Alaska's community colleges. After the history of formula budgeting is discussed, its purposes are highlighted (i.e., to provide equity of funding among the community colleges; to reduce uncertainty in and to simplify the budgeting process; and to provide for more local decision-making and to facilitate planning). Next, the performance criteria for the formula, assumptions resulting from a unit cost study, and the means of funding of designated non-credit courses are presented. Then, the proposed formula (comprised of faculty, support, and travel allocations) is set forth, and a step-by-step procedure for using the formula is outlined. The following sections discuss the development of the formula and allocations for fiscal year (FY) 1981 through FY 1983. The final sections discuss the differences between actual and projected enrollments, suggest a transition period of 3 years before the funding to a college is reduced on the basis of formula allocations, and evaluate the success of the formula in meeting its objectives and performance criteria. Appendices include data on faculty/student ratios, support per Fiscal Year Equated (FYE) student, and percentage of travel costs in relation to faculty and support costs for FY 1981 through FY 1983; an analysis of minimum staffing needs for new community colleges; and sample state legislation. (HB)

**ED 239 688** JC 840 064  
Dollar, Douglas O.

A Five-Stage Marketing Typology for Community Colleges.

Pub Date—[84]

Note—17p.

Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*College Administration, Community Colleges, \*School Holding Power, \*Student Recruitment, Two Year Colleges

Identifiers—\*Educational Marketing

Drawing from a review of pertinent marketing literature and observations of how selected colleges undertake marketing efforts, this paper presents a five-stage typology of community colleges according to their marketing orientation. For the five stages, each representing an increasingly integrated approach to marketing, the paper analyzes how marketing planning and control are conducted, how marketing information or intelligence is gathered, and how marketing personnel and activities are organized and coordinated. It also examines specific recruiting and retention strategies associated with each stage as a way of indicating the vigor of a college's marketing effort and the nature or emphasis of its marketing orientation. Finally, a chart summarizes the typology by looking at five dimensions (i.e., marketing philosophy, information system, organization system, planning and control system, and activities) for each stage (i.e., traditional college, selling-oriented college, marketing-oriented college, total-marketing college, and integrated-marketing college). (LAL)

**ED 239 689** JC 840 065  
Self-Study Criteria for Governing Boards of Community Colleges.

Association of Governing Boards of Universities and Colleges, Washington, D.C.

Spons Agency—Ford Foundation, New York, N.Y.  
Pub Date—76

Note—13p.

Pub Type—Tests/Questionnaires (160)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Administrator Role, \*College Administration, \*Community Colleges, \*Evaluation Criteria, \*Governing Boards, \*Self Evaluation (Groups), Two Year Colleges

Guidelines for self-study and evaluation criteria are presented for use by community college governing boards. For each of 10 areas, a discussion is provided, questions regarding the board's performance are posed, a summary evaluation of the board's work in the area is solicited, and space is provided for additional comments or suggestions. The 10 areas are: (1) institutional mission and educational policy; (2) institutional planning; (3) physical plant; (4) financial resources and management; (5) board organization; (6) board/chief executive relations; (7) board/faculty relations; (8) board/student relations; (9) court of appeal functions in the settlement of disputes; and (10) bridge between the college and the community. (LAL)

**ED 239 690** JC 840 066  
Webb, Mel

The Development of a Comprehensive Student Basic Skills Assessment Program at St. Louis Community College's Florissant Valley Campus.

Pub Date—10 Nov 83

Note—17p.; Paper presented at the Annual Conference of the Missouri Association of Community and Junior Colleges (17th, Lake of the Ozarks, MO, November 10, 1983).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141) — Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Basic Skills, Community Colleges, Educational Counseling, \*Educational Testing, \*Program Development, \*Student Personnel Services, \*Testing Programs, Two Year Colleges

Identifiers—\*St Louis Community College MO

A comprehensive student basic skills assessment program was developed at St. Louis Community College (SLCC) at Florissant Valley to appraise student readiness to take courses, gather information for counseling and advising, diagnose student problems, and evaluate program efficiency and effectiveness. The steps taken in developing the program were: (1) defining the purposes of the assessment program; (2) determining the constituencies to be served; (3) learning from programs at other schools; (4) analyzing assessment instruments; (5) conducting research on the effectiveness of standardized tests; (6) implementing a formal decision-making process for the program; and (7) implementing the program. At SLCC, the assessment process begins with the student's admission to college, which is followed by the administration of a basic skills battery (unless the student qualifies for exclusion), an orientation session, an appointment with a counselor or advisor, and course registration. The process is designed to be conducted in 1 day, and, although students can participate in parts of the process over a longer period, it is hoped that 70% of the students at SLCC can be served through the 1-day assessment model. Other colleges contemplating the development of an assessment program should avoid slickly packaged assessment systems and tests that claim to be quick and easy; and use tests as an adjunct to advising and counseling rather than as ends in themselves. (HB)

**ED 239 691** JC 840 067  
Libby, Richard M.

TRACES: An Economic Model That Works.

Pub Date—4 Dec 83

Note—8p.; Paper presented at the Conference of the American Vocational Association, Technical Education Division (Anaheim, CA, December 4, 1983).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Agency Cooperation, \*Community Development, \*Cooperative Programs, School Business Relationship, \*Small Businesses, Technical Assistance

Identifiers—\*Training Research Assistance Cooperative Ext Serv

The Training, Research, and Assistance Cooperative Extension Service (TRACES) was formed to provide a central source of technical and training resources, knowledge, and avenues of government funding for the benefit of businesses and small to mid-sized industries in southeastern Ohio. The 16

organizations involved in TRACES are educational institutions, government agencies, and chambers of commerce in a five-county area. TRACES has brought greater productivity to the region in the areas of training, research, and technical assistance through activities such as the following: TRACES provided for faculty assistance and state funding for a manufacturer of automobile parts that had to improve quality control to remain competitive; arranged for a metallurgist to solve an auto parts manufacturer's problem with weld breakages; and helped arrange for a supply of solvents needed by a community action agency to separate copper from the material in which it had been clad. TRACES has been accepted by business and by state government leaders concerned with the flow of government services and has received an award from the Ohio Board of Regents for developing business, industry, government, and educational linkages. (HB)

**ED 239 692** JC 840 069  
Fall 1982 Retention Study.

Peralta Community Coll. District, Oakland, CA.  
Office of Research, Planning and Development.

Pub Date—82

Note—64p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Academic Persistence, Community Colleges, \*Dropout Rate, Educational Trends, \*Enrollment Rate, \*Grades (Scholastic), Intellectual Disciplines, Multicampus Districts, Two Year Colleges, \*Withdrawal (Education)

In fall 1982, a study was conducted in the Peralta Community College District (PCCD) using withdrawal and grade distribution data to analyze student retention patterns. Successful retention rates were based on the percentage of students who received a passing grade, while total retention rates were based on the percentage of students who received any grade other than W (withdrawal). Study findings included the following: (1) class enrollment declined by 6.5% and headcount enrollment by 8.5% from fall 1981 to fall 1982, with Laney College being the only school in the district experiencing an increase; (2) PCCD's successful retention rate increased from 58.9% in fall 1981 to 62.9% in fall 1982; (3) physical education was the discipline with the greatest proportion of enrollments at four out of five colleges; (4) the following programs had over a 90% successful retention rate: General Studies (93%) and Diesel Mechanics (92.9%) at College of Alameda (COA), Speech (91.3%) at Laney College, Machine Technology (100%) and Nursing (91.5%) at Merritt College, and Italian (98.6%) at Vista College; (5) the lowest successful retention rate at COA was in Urban Studies (35.3%), at Laney in Carpentry (38.4%), at Merritt in Real Estate (30.4%), at Vista in Philosophy (21.4%), and at Feather River College in History (50.2%); and (7) A's and B's represented 60% of all passing grades given in the PCCD. Tables showing retention rates and grade distributions by college and discipline are appended. (LAL)

**ED 239 693** JC 840 070  
Research Synopsis: Spring 1983 Retention.

Peralta Community Coll. District, Oakland, CA.  
Office of Research, Planning and Development.

Pub Date—83

Note—11p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Academic Persistence, Community Colleges, \*Dropout Rate, Educational Trends, \*Enrollment Rate, \*Grades (Scholastic), Multicampus Districts, Two Year Colleges, \*Withdrawal (Education)

An analysis of spring 1983 retention rates and grade distributions within the Peralta Community College District (PCCD) revealed: (1) College of Alameda had the highest successful retention rate in the PCCD, defined as the total of all students who completed the term with a grade of A, B, C, D, or CR (credit); (2) the PCCD's successful retention rate remained at 63.8% for both spring 1982 and spring 1983; (3) successful retention rates were slightly higher for spring terms than for fall terms, with the rate for fall 1981 at 60.7% and for fall 1982 at 62.9%; (3) the total retention rate, defined as the percentage of students who received any grade other than W (withdrawal), was 72.9% for the district as a whole; (4) total retention rates ranged from 70.8% to 80.7% at the colleges in the district; (5) of

the PCCD's total class enrollment of 92,975 students, 25% earned A's; 16% earned B's; 11% earned C's; 3% earned D's; 4% earned F's; 11% earned CR's; and 24% earned W's; and (6) a trendline comparison of grade distributions revealed them to be quite stable over the past 4 terms. (Author/LAL)

**ED 239 694** JC 840 071  
The Issue of Community College Transfers: Peralta and Statewide.

Peralta Community Coll. District, Oakland, CA. Office of Research, Planning and Development. Pub Date—Jan 83  
Note—10p.

Pub Type—Reports - Research (143) — Opinion Papers (120) — Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—College Role, \*College Transfer Students, Community Colleges, \*Enrollment Rate, \*Enrollment Trends, Postsecondary Education, State Colleges, State Universities, Two Year Colleges

Identifiers—\*California

The transfer rates of students in the Peralta Community College District (PCCD) are examined in the context of statewide and local transfer and enrollment rates. After introductory material citing the low transfer rate of California community college (CCC) students to California State University or University of California Schools (i.e., 2.6% of total fall 1981 enrollment), factors lowering the CCC transfer rate are identified; e.g., changing student goals which cause students to enter employment when they have acquired necessary skills, rather than pursue additional education; statistical compilations which exclude data on transfer to independent and out-of-state institutions; changing student characteristics; and the limited ability of four-year public institutions to handle a substantial increase in community college transfers. Next, the transfer rates of the PCCD colleges are compared with other Bay Area community colleges. The report then examines the transfer rates of various ethnic groups in the PCCD, revealing that fewer Blacks and more Whites transfer than are represented on the district's campuses, while Asians and Hispanics transfer roughly in proportion to their campus representation. Next, trends in PCCD transfer rates are examined for the years 1977 through 1981, indicating a 31% decline in absolute numbers. The concluding section stresses the limited enrollment capacity of four-year institutions in California and the expanded mission of the CCC's as important elements of a current perspective on the transfer function. (LAL)

**ED 239 695** JC 840 072  
Galloro, Nicholas  
An Environmental Scan of Northern Alameda County.

Peralta Community Coll. District, Oakland, CA. Office of Research, Planning and Development. Pub Date—Oct 83  
Note—18p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Age, Community Surveys, Demand Occupations, \*Demography, Economic Change, \*Economic Climate, \*Employment Projections, \*Ethnic Distribution, Family Size, Females, Minority Groups, Population Growth, \*Population Trends, Poverty, Unemployment  
Identifiers—\*California (Northern Alameda County)

A study was conducted to provide an overview of the demographic and economic characteristics of the geographical area served by the Peralta Community College District and to provide population and economic projections up to the year 2000. Historical data from the Alameda County Planning Commission, census data, and projections from the Association of Bay Area Governments revealed: (1) Northern Alameda County (NAC) experienced a population decline of 7.2% between 1970 and 1980; (2) unemployment and poverty levels are higher in NAC than in much of the Bay Area; (3) while population growth is expected to remain relatively stable in NAC until the year 2000, Contra Costa County and Southern Alameda County are expected to grow rapidly; (4) in the next two decades, fewer adults between 18 and 30 years of age, and more adults over 30 are expected to live in NAC; (5) population increases are expected among Asians and Hispanics in NAC; and (6) by the year 2000,

NAC will experience an increase in the percentage of single parent households; the creation of over 50,000 new jobs, primarily in the areas of services, retail and wholesale trade, finance, insurance, and real estate; and the increased labor force participation of women. Tables providing current and projected population and employment figures are provided throughout the report. (LAL)

**ED 239 696** JC 840 073

Peralta Facts: Fall 1983.  
Peralta Community Coll. District, Oakland, CA. Office of Research, Planning and Development. Pub Date—83

Note—13p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Age, Community Colleges, Educational Attainment, Females, Full Time Students, Males, Multicampus Districts, Part Time Students, \*Student Characteristics, \*Student Educational Objectives, Two Year Colleges, \*Two Year College Students

Data were collected in fall 1983 to provide a profile of the student population of the Peralta Community College District (PCCD). The data revealed: (1) total student enrollment declined by 12% from fall 1982 (N=38,976) to fall 1983 (N=34,183); (2) 57% of the students whose sex was identified were women; (3) minorities constituted 58% of the district's student body, with the largest percentages accounted for by Black (31%) and Asian (12%) students; (4) 78% of the PCCD population attended part-time; (5) the average student age at the various campuses ranged from a high of 46 years at Vista College to a low of 29 years at College of Alameda, with the average age in the district being 34 years; (6) 52% of the PCCD's students were freshmen; (7) 17% of the students had at least a bachelor's degree and 5% had an associate degree; (8) the average number of units taken per student was 5.6, and the average number of contact hours per student was 8.3; and (9) 26% of the PCCD's students indicated that their educational objective was an associate in arts or an associate in science degree, and another 20% were preparing to transfer to a four-year college or university. The bulk of the report consists of tables providing data for the district as a whole and for each of its five campuses. (LAL)

**ED 239 697** JC 840 074

Losak, John  
An Analysis of Success Rate of Non-High School Graduates. Research Report No. 83-22.

Miami-Dade Community Coll., Fla. Office of Institutional Research.

Pub Date—Jul 83

Note—12p; Figures for tables prepared by Margaret Mannchen.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Achievement, Black Students, Community Colleges, \*Dropouts, Grade Point Average, Hispanic Americans, School Demography, \*School Holding Power, \*Student Attrition, Two Year Colleges, \*Two Year College Students, White Students, Withdrawal (Education)

Data on the success rates of non-high school graduates at Miami-Dade Community College (M-DCC), as determined by graduation or the achievement of a 2.00 grade point average (GPA) and 30 or more credit hours, are presented and analyzed in this report. Table 1 summarizes the enrollment of non-high school graduates at M-DCC by ethnic group, using closing term data for the full academic years 1980-81, 1981-82, and 1982-83. Table 2 provides data on the success rates of cohorts of non-high school graduates who entered M-DCC in the fall quarters of 1977 through 1980, and table 3 provides comparable data on success rates of high school graduates over the same period. The last table, table 4, provides a summary of the distribution by age of non-high school graduates from fall 1980 through summer 1983. Highlights of the findings show that: (1) the number of non-high school graduates enrolling at M-DCC declined consistently across all categories from 1980 to 1983; (2) in 1980-81, 60% of all of the non-high school graduates enrolled were black, and in 1982-83, 37% were black; and (3) the success rate of non-high school graduates over the 5-year period beginning in 1977 was 15.1%. The report concludes that a proposed exclusion of non-high school graduates from M-

DCC would affect black students most heavily and would prohibit some students from achieving success at the two-year college and beyond. (HB)

**ED 239 698** JC 840 075

Loak, John Morris Cathy

Impact of the Standards of Academic Progress on Student Achievement and Persistence at Miami-Dade Community College. Report No. 83-23.

Miami-Dade Community Coll., Fla. Office of Institutional Research.

Pub Date—Jul 83

Note—21p; Figures for tables prepared by Margaret Mannchen.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Achievement, \*Academic Persistence, \*Academic Standards, Community Colleges, \*Enrollment Influences, \*Enrollment Trends, Grade Point Average, Minority Groups, Student Attrition, Two Year Colleges, \*Two Year College Students

A study was conducted to examine patterns of persistence in student enrollments at Miami-Dade Community College (M-DCC) prior to and after the imposition of new Standards of Academic Progress in 1978. Students who enrolled for 3 of 4 consecutive semesters during a 2-year period were considered persisters, while those who enrolled for only 1 or 2 consecutive terms were considered non-persisters. Data for first-time-in-college students entering in 1976, 1978, 1979, and 1980 revealed: (1) after the implementation of the standards, Black students showed increased persistence, White students showed no change in persistence, and Hispanic students showed earlier discontinuation patterns; (2) post-standards persisters had improved grade point averages (GPAs) or similar GPAs when compared to pre-standards students; (3) part-time students, in all ethnic categories, had earlier discontinuation rates after the imposition of the standards, though GPA's for part-time persisters remained relatively stable; (4) among full-time students, a higher proportion of persisters and Black and Hispanic non-persisters had a "clear" academic status after the standards were imposed; and (5) among part-time students, a higher proportion of persisters and Black and White non-persisters had a "clear" status post-standards. Based on study findings, it was concluded that the impact of the standards was differential by ethnic category, and that because of the standards continuing students were achieving at a higher level and less talented students were discontinuing their studies. (HB)

**ED 239 699** JC 840 076

Baldwin, Anne Mannchen, Margaret

A Comparative Graduate Profile for Miami-Dade Community College, 1981-82 and 1982-83. Research Report No. 83-34.

Miami-Dade Community Coll., Fla. Office of Institutional Research.

Pub Date—Nov 83

Note—65p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Academic Achievement, Age, Associate Degrees, \*College Graduates, Community Colleges, Degrees (Academic), Educational Certificates, \*Educational Trends, \*Enrollment Trends, Females, Grade Point Average, Males, Minority Groups, Multicampus Districts, \*Student Characteristics, Two Year Colleges, \*Two Year College Students

Data for 1981-82 and 1982-83 are presented and analyzed to show trends in degree/certificate completions, student demographics, and miscellaneous student factors at Miami-Dade Community College (MDCC). A series of 30 tables covers: (1) completions of degrees and certificates by term by campus; (2) a comparison of unduplicated graduate headcount to total completions awarded; (3) completions by certification type by term of completion for each campus and the college as a whole; (4) college and campus data on completions by first year of enrollment at MDCC; (5) college and campus data showing completions by gender and by ethnic category for each certification type; (6) completions by age at graduation; and (7) means of hours earned and attempted, grade point averages and duration of enrollment. Analyses of the data indicate that there were 5,645 completions in 1982-83, representing a decline of 1,865 in the absolute numbers of comple-

tions from 1981-82. Associate in arts degrees represented 72.8% of the degrees awarded in 1982-83, and 77.0% of those awarded in 1981-82. College-wide proportional data remained relatively stable for 1981-82 and 1982-83 in the areas of multiple degree completions, citizenship status, residency, completions by year of first enrollment, mean age, and mean hours earned to mean hours attempted. (HB)

ED 239 700

JC 840 077

Wright, Ted

An Assessment of the Use of Personal Letters to Increase Retention among Black Students. Research Report No. 83-35.

Miami-Dade Community Coll., Fla. Office of Institutional Research.

Pub Date—Nov 83

Note—7p.

Pub Type—Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Black Students, Community Colleges, \*School Holding Power, \*Student Attrition, Two Year Colleges, \*Two Year College Students. In winter term, 1981-82, a study was conducted at Miami-Dade Community College (MDCC) to ascertain the effect of a low-cost intervention on the retention rate of full-time, first-time-in-college, black students at the college. The intervention consisted of two successive letters encouraging students to re-enroll and obtain counseling services if they were experiencing problems. These letters were mailed to 284 of the 569 students in the defined population, and analyses were conducted to determine whether the students who received the intervention letters had a higher retention rate than those who did not. Though students receiving the letters had a 5% higher return rate than the students not receiving the letters, the difference in retention rates was not statistically significant, and further examination was warranted. In winter 1982-83, a replication of the original study revealed that students who did not receive the letters had a 3% greater rate of return than the students who did receive the letters. Conclusions from the study indicated that the differences between the two groups were not the result of the intervention strategy, and it was recommended that this type of intervention program be discontinued. The intervention letters are appended. (HB)

ED 239 701

JC 840 079

Cohen, Arthur M.

The Community College in the American Educational System.

Pub Date—24 Feb 84

Note—44p; Paper prepared for the Study Group on the Condition of Excellence in American Education.

Pub Type—Historical Materials (060) - Opinion Papers (120) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Access to Education, \*College Curriculum, College Faculty, \*College Role, \*Community Colleges, Community Services, Educational History, \*Educational Trends, Transfer Programs, Two Year Colleges, Vocational Education

An analysis is presented of the position of American community colleges in the nation's educational system. First, background is presented on the historical development of the community college; forces contributing to the rise of higher education and the emergence of junior colleges; and the expansion of the role of two-year colleges to include community services and remedial education in addition to transfer, occupational, and postsecondary terminal programs. This section also analyzes forces affecting community college growth over the past four decades, including increased educational access, the student consumerism movement, the increasing enrollment of part-time students, and the absorption by community colleges of the educational functions of other agencies. The next section looks at community college faculty, providing information on their educational background and professional involvement in contrast to their four-year college counterparts; the faculty union movement; and factors such as long working hours and underprepared students which erode faculty job satisfaction. Curriculum and instruction in the community college are discussed next, with particular focus on transfer, occupational, and community service curricula. The paper examines the dilemma faced by college leaders attempting to maintain their institution's place

in graded education, while providing a variety of educative services to their constituents on an open-door basis. A number of tables conclude the paper. (LAL)

ED 239 702

JC 840 080

Haase, M. Caffrey, Patrick

Assessment Procedures, Spring, Summer, and Fall

1983: Semi-Annual Research Report-Part II.

Sacramento City Coll., Calif.

Pub Date—30 Jan 84

Note—338p; For a related document, see ED 231 494. Printed on colored paper.

Pub Type—Reports - Research (143) - Reports - Evaluative (142) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—\*Academic Achievement, \*Achievement Tests, Community Colleges, \*Educational Testing, Grades (Scholastic), Scores, \*Standardized Tests, \*Student Placement, Testing Programs, Two Year Colleges, \*Two Year College Students

Studies and analyses conducted by the Assessment Center at Sacramento City College (SCC) during 1983 resulted in the data on SCC's students and services presented in this report. After section I sets forth the purpose of the report and section II reviews trends and priorities revealed by the center's activities, section III provides a statistical overview of the scope of services of the center. Section IV looks at the competency levels of SCC students as determined by the Stanford Test of Academic Skills (TASK), while section V provides data on the placement level of the assessed students, and section VI offers a profile of students taking the TASK between April 1 and October 31, 1983. Section VII presents an attrition/retention study of technology students conducted in spring 1983, followed by analyses of TASK scores in non-English department and English courses in sections VIII and IX. Section X presents the results of SCC's participation in the national norming process of the ASSET placement instrument. Sections XI reports on the results of English essay examinations, section XII provides the test results of biology students in various basic skill areas, section XIII provides an English course evaluation based on final grades, and section XIV analyzes the use of tutorial support services. Analyses of reading grade levels, English as a Second Language test scores, and the TASK scores of Higher Education Learning Package (HELP) students and Spanish course students are presented in sections XV through XVIII. Finally, information on the operation of student waivers is presented. (HB)

ED 239 703

JC 840 081

Pinkham, Karen L. Ed.

Course Transfer Guide, 1983, University of Nevada System.

Nevada Univ. System, Reno.

Pub Date—83

Note—39p.

Pub Type—Reference Materials - Directories/Catalogs (132) - Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Articulation (Education), \*College Credits, \*Community Colleges, \*Courses, Postsecondary Education, State Universities, \*Transfer Policy, \*Transfer Programs

Identifiers—\*Nevada. Designed for students planning to transfer within the University of Nevada (UN) System, this guide provides general information and specific data on the transfer status of courses offered by the four community colleges in the system. Introductory material provides information on UN admissions, transfer courses, course numbering, curriculum planning, credit by examination, specialized degrees, and programs of study for transfer. A directory identifying sources of additional information about transfer at the community colleges and UN-Reno and UN-Las Vegas is followed by instructions on using the guide. Then, for each community college, courses are listed with their transfer status at UN-Reno and UN-Las Vegas. Notations are provided indicating whether the course is transferable as a departmental or general elective, or if a comparable course is offered at the university level. Footnotes provide additional information, such as maximum number of transferable credits and course name changes. (LAL)

ED 239 704

JC 840 082

Johnson, Kenneth A.

Holistic Health and Cooperative Vocational Edu-

cation (CVE) at the Community College Level.

Pub Date—24 Apr 83

Note—14p; Paper presented at the Annual Conference of the Cooperative Education Association, Inc. (19th, Toronto, Ontario, Canada, April 24, 1983).

Pub Type—Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, \*Cooperative Education, Exercise, \*Holistic Approach, Meditation, Nutrition, Program Descriptions, \*School Holding Power, Student Attrition, \*Student Development, Two Year Colleges

Through cooperative education, not only do students gain exposure to instruction related to their vocational goal in the classroom and laboratory, but are also exposed to vocationally relevant instruction in the practical world of work. However, this combination of work and school can be very demanding and stressful, and students are often lacking in the basic lifestyle management skills that affect overall performance in personal, academic, and vocational situations. At Honolulu Community College, 31 of the 376 students participating in the cooperative education program withdrew from the program during 1980-81 due to loss in academic standing, job performance, or personal concerns. To reduce this attrition rate, the Cooperative Education Department initiated a Holistic Health and Cooperative Education Program which provided information and activities on stress reduction, exercise, nutrition, and ecology in addition to information on job seeking skills and the cooperative education process. Studies were conducted focusing on the anxiety levels and lifestyles of undeclared majors, associate in arts degree students, and the cooperative education students; and on the reactions of the holistic health students to the course. As a result of these studies, holistic health has become a regular part of the cooperative education program. (The study report includes information on exercise, nutrition, and meditation.) (LAL)

ED 239 705

JC 840 085

Parker, Donald G. Capella, Barry John

Esprit: A Humanities Magazine.

New Mexico State Univ., Las Cruces. Dept. of Educational Specialties.

Pub Date—84

Note—9p.

Pub Type—Opinion Papers (120) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, Financial Support, \*Humanities, \*Periodicals, State Programs, Two Year Colleges

Identifiers—\*Esprit (Journal)

In March 1984, the first issue of "Esprit," a semi-annual humanities magazine for the 56 two-year colleges in New York State, was published. The magazine seeks to confront the apparent decline of student interest in the humanities, community doubts about the relevance of the humanities, and the seeming indifference to the special truths inherent in and fostered by humanistic study. Its four basic purposes are to: (1) encourage aesthetic/humanistic communication among faculty and administrators at New York's two-year colleges; (2) provide an outlet for their creative and critical expression and promote it throughout the state; (3) explore the relevance and importance of humanities study to student preparation for careers in other programs and disciplines; and (4) dispense information on study in the humanities. "Esprit" seeks submissions in a variety of areas, including creative writing, art work, photography, critical essays, interviews, reviews, reports, calendar items, and bibliographies. After the magazine was conceptualized by staff members at Orange County Community College (OCCC), efforts to realize its publication included solicitation of support from other two-year colleges in the state, and largely unsuccessful attempts to obtain funding from corporations, businesses, and foundations. "Esprit" is currently financed to a large extent by OCCC and its association, and its editorial policy is determined by a Board of Advisory Educators from two-year colleges statewide. (HB)

ED 239 706

JC 840 086

Bidder, Patricia S.

Developmental English and Achievement in a

Subsequent English Course.

Union Coll., Cranford, N.J.

Pub Date—[21 Feb 84]



Note—12p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Grades (Scholastic), \*Program Effectiveness, \*Remedial Instruction, Scores, Writing (Composition), \*Writing Instruction, Writing Skills

A study was conducted at Union County College to compare students who successfully completed a developmental writing course with those who did not in terms of their achievement in a college-level English course. The study population consisted of students who enrolled in English Composition I in spring 1981; 61 of these students had successfully completed a developmental writing course after scoring below the cut-off score in a Sentence Structure Test (group 1); 54 of the students also scored below the cut-off score, but enrolled directly in English Composition I (group 2); and 530 of the students scored above the cut-off score (group 3). Statistical analyses of the English Composition I grades and Sentence Structure Test scores of all three groups revealed: (1) group 1 had mean grades and scores lower than that of the other two groups; (2) a plot of the grades and placement scores for each group showed these data to be linear; and (3) there were no significant differences among the three groups' grades after taking into account initial differences in Sentence Structure Test scores. Study conclusions indicated that remedial instruction had no significant effect on subsequent academic performance. Further research is needed to determine the instructional experiences which will benefit skills deficient students. (HB)

ED 239 707

JC 840 800

Hughes, Teena

The Characteristics of a Student Activities Director.

Pub Date—[83]

Note—9p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Administrator Characteristics, Administrator Guides, \*Extracurricular Activities, Interpersonal Competence, Leadership, \*Leadership Qualities, Personality Traits, Postsecondary Education

Identifiers—PF Project, \*Student Activity Directors

Twenty-four characteristics of effective leaders are described as an aid in helping others become effective student activities directors. It is stated that leaders are made, not born; leadership must be learned from experience, not from a textbook; and one must build on successes and learn from mistakes. Among the characteristics of effective leaders which are discussed are motivation; innovation; creativity; discipline; tact; compromise; flexibility; charisma; sympathy/empathy; confidentiality; sense of humor; and possession of good communication, conflict mediation, and human relations skills. (DC)

ED 239 708

JC 840 802

Ruppert, James C.

Media Journals: Relevancy and Writing in Psychology Instruction.

Pub Date—[4 Nov 83]

Note—6p.; Paper presented at the National Meeting of the Association for Improvement of Community College Teaching (Louisville, KY, November 2-5, 1983).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Basic Skills, Community Colleges, Competency Based Education, Interdisciplinary Approach, \*Mass Media, \*News Media, \*Psychology, \*Relevance (Education), Teaching Methods, Two Year Colleges, \*Writing (Composition)

Identifiers—\*Journal Writing, PF Project

Offered as a teaching technique for community college psychology instructors, public media journals are described as a means of teaching psychology and its relevancy as well as a way to encourage the practice of the skills of reading and writing and the development of basic scientific attitudes toward common public media. The journals are also presented as useful tools for diagnosing students' basic skills problems, as tools for promoting team teaching efforts between psychology instructors and English instructors, and as a method of using the competency-based education format promoted by the Michigan State Department of Education in an academic class. A student handout is provided which instructs the students in the required format

of the public media journal. The handout includes background, student goal, and performance objectives. The performance objectives are divided into three parts which contain a "given," a "product," and "criteria." The "criteria" provide instruction on how to write the journal, what to write in the journal, and how to earn grades. Also included is a blank sample of the student report form for making entries in the journal. (EM)

ED 239 709

JC 840 805

Ruppert, James C.

Student Group Analyses: Exercising Relevant Thinking and Communications through Guided Discovery.

Pub Date—[83]

Note—8p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Advertising, Community Colleges, Competency Based Education, \*Discussion (Teaching Technique), \*Discussion Groups, Learning Activities, \*Psychology, \*Small Group Instruction, \*Student Participation, Teaching Guides, Teaching Methods, Two Year Colleges

Identifiers—PF Project

A description of a teaching method which encourages student participation through small discussion groups is offered along with a sample group discussion guide and worksheet. The student group analysis technique is presented as a structured, competency-based method in which small groups of students cooperatively arrive at answers to a worksheet. The sample discussion guide and worksheet, which comprise most of this document, use a group analysis of advertising to present concepts in general psychology. The guide includes student instructions for completing the analysis and for evaluating other members of the discussion group. The worksheet asks the group to provide specific examples of how the psychological principles of learning, memory, motivation, and perception are used in advertising. (DC)

ED 239 710

JC 840 806

Gabriel, Dennis

The Mainframe Computer in a Basic Reading and Writing Class.

Pub Date—[Dec 83]

Note—5p.; Paper presented at the Ohio Instructional Computing Conference (Parma, OH, December 10, 1983).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Assignments, \*Community Colleges, \*Computer Assisted Instruction, \*Computer Managed Instruction, \*Computers, Drills (Practice), Interpersonal Communication, Problems, Program Descriptions, Reading Instruction, Student Evaluation, \*Student Teacher Relationship, Teaching Methods, Two Year Colleges, Writing Instruction

Identifiers—Electronic Mail, PF Project

The chief advantage of the use of a computer in a basic reading and writing class is that it helps the instructor do more with greater ease and comfort in less time. Initial problems associated with the use of a mainframe computer for instruction were: few programs which met the needs of community college students; lack of knowledge on how to train the students; difficulties in measuring gains; user resistance; lack of a strategy for its use; and possible faculty objections to students using the computer terminals. Most of these problems have not been solved; however, uses for the computer which have been developed include: (1) provision of diagnostic data through cloze tests, multiple-choice spelling and writing tests, and readability assessments of student writing samples; (2) electronic gradebooks (in the planning phase); (3) student-teacher communication by electronic mail; (4) drill and practice; (5) sharing of essays among classmates; (6) reduction of paperwork; (7) distribution of assignments by electronic mail; (8) individualization of instruction by sending different assignments to different students; (9) computerized availability of instructor handouts; and (10) weekly evaluation of student progress. (DC)

Growing: Pre-Kindergarten through 2nd Grade.

1983.

Oklahoma State Dept. of Education, Oklahoma City.

Pub Date—83

Note—232p.; For related document, see ED 206 409.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Art Activities, \*Child Development, \*Class Activities, Communication Skills, Cooking Instruction, Early Childhood Education, Health Activities, Interdisciplinary Approach, \*Learning Activities, Mathematics Instruction, Motor Development, Music Activities, Parent Participation, Resource Materials, Safety Education, Science Activities, Social Studies, Student Evaluation, Teaching Guides, Volunteers, \*Young Children

Identifiers—PF Project

This publication is a hands-on activity resource guide for early childhood educators designed to be used in conjunction with "Beginnings: Early Childhood Education in Oklahoma." The purpose of the guide is to present a variety of learning activities on various levels, allowing teachers to choose activities which are appropriate to each child's developmental level. The guide begins with a philosophy and introduction; an overview of expectations for early childhood development, early childhood teachers, and students who are aged three to eight; a description of six commercially-available assessment instruments; ways to involve parents and to organize a volunteer program; methods of facilitating an integrated curriculum; and an explanation of symbols used in the guide. Activities are then offered for the following subjects: (1) art; (2) communication; (3) mathematics; (4) motor development; (5) music and rhythms; (6) social studies; (7) science; (8) health; (9) the child and safety; (10) cooking; (11) sand, water, and woodworking; and (12) transition time. The guide concludes with a directory of sources of free and inexpensive materials and bibliographies of teacher resources, parenting resources, and resources for most of the curriculum subjects covered by the activities. (DC)

ED 239 712

PS 013 644

Let's Celebrate Autumn: Activities for Grades 4-8.

Kern County Superintendent of Schools, Bakersfield, Ca. Div. of Instructional Services.

Pub Date—[80]

Note—39p.; For related documents, see PS 013 644-667.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Class Activities, \*Communication Skills, Intermediate Grades, Junior High Schools, \*Language Arts, \*Learning Activities, Reading Instruction, Resource Materials, Speech Instruction, Teaching Guides, Teaching Methods, Writing Exercises

Identifiers—PF Project, \*Seasonal Celebrations

One of a series of activity guides, this publication offers a variety of learning activities and resource materials to help teachers and students celebrate special days and events in autumn. The activities and resources are especially designed to develop communications skills of students in grades 4-8; however, they are easily transferable to other topics and age levels. The guide begins with a list of special days and events in September, October, and November. Background information and activities are presented for the following days and events: (1) multicultural observances in September; (2) Better Breakfast Month; (3) California Admission Day; (4) the anniversary of the "Star Spangled Banner"; (5) Constitution and Citizenship Day and the adoption of the Bill of Rights; (6) the first day of autumn; (7) Native American Day; (8) Columbus Day; (9) Fire Prevention Week; (10) United Nations Day; (11) Halloween; (12) National Book Week and American Education Week; (13) Veteran's Day; and (14) Thanksgiving. Appendices include teaching suggestions for writing complete sentences, clustering, and developing paragraphs; a list of hundreds of topics for description, characterization, dramatization, narration, imaginative writing, reporting, and motivation; and a form for evaluating the activity guide. (DC)

ED 239 713

PS 013 645

Let's Celebrate Winter: Activities for Grades 4-8.

Kern County Superintendent of Schools, Bakersfield, Ca. Div. of Instructional Services.

Pub Date—[80]

PS

ED 239 711

PS 013 643

Note—26p.; Print on two pages may be marginally legible. For related documents, see PS 013 644-667.

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Citizenship Education, \*Class Activities, \*Communication Skills, Intermediate Grades, Junior High Schools, \*Language Arts, \*Learning Activities, Lesson Plans, Reading Instruction, Resource Materials, Speech Instruction, Teaching Guides, Teaching Methods, United States History, Writing Exercises

Identifiers—PF Project, \*Seasonal Celebrations

One of a series of activity guides, this publication offers a variety of learning activities and resource materials to enhance student recognition of American history, citizenship, and famous Americans through the observance of special days and events in the winter months. Lesson plans are provided to develop communications skills. The guide begins with a list of special days and events in December, January, and February. Background information and activities are presented for the following days and events: (1) the end of the year; (2) the winter equinox; (3) winter reading topics; (4) United Nations Decade for Women; (5) Martin Luther King's birthday; (6) Blessing of the Animals (Mexico); (7) International Kitefliers' Association World Championship Flyoff; (8) writing Christmas thank-you notes; (9) Afro-American History Month; (10) American Music Month; (11) American Heart Month and Valentine's Day; (12) Lincoln's birthday; (13) Susan B. Anthony's birthday; and (14) Washington's birthday. A form for evaluating the activity guide is included. (DC)

ED 239 714 PS 013 646

Classroom Ideas—March 1980.  
Kern County Superintendent of Schools, Bakersfield, Ca. Div. of Instructional Services.  
Pub Date—Mar 80

Note—59p.; For related documents, see PS 013 644-667.

Available from—Instructional Resources Center, 5801 Sundale Ave., Bakersfield, CA 93309 (\$1.50).

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Art Activities, Art Appreciation, Botany, Bulletin Boards, Childrens Games, \*Class Activities, Elementary Education, Language Arts, \*Learning Activities, Mathematics Instruction, Poetry, Puzzles, Resource Materials, Science Activities, Self Evaluation (Individuals)

Identifiers—PF Project

One of a series of activity guides, this publication offers a variety of learning activities and resource materials for elementary school students. The activities and resources include: poems; word puzzles and other puzzles; art and art appreciation activities; language arts activities; bulletin board ideas; self-awareness activities; facts and activities about plants; rules for skill games; mathematics activities; and a list of birthdays of famous people born in March. Several of the activities are related to St. Patrick's Day. (DC)

ED 239 715 PS 013 647

Classroom Ideas for April 1980.  
Kern County Superintendent of Schools, Bakersfield, Ca. Div. of Instructional Services.

Pub Date—Apr 80

Note—57p.; Photographs on pages 38-39 may not reproduce well. For related documents, see PS 013 644-667.

Available from—Instructional Resources Center, 5801 Sundale Ave., Bakersfield, CA 93309 (\$1.50).

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Animals, Art Activities, Childrens Games, \*Class Activities, Elementary Education, Handicrafts, Language Arts, \*Learning Activities, Mathematics Instruction, Poetry, Puzzles, Resource Materials, Science Activities

Identifiers—Easter, PF Project, Tangrams

One of a series of activity guides, this publication offers a variety of learning activities and resource materials for elementary school students. The activities and resources include: poems; word puzzles and other puzzles; arts and crafts activities; facts and activities about Easter; language arts activities; facts and activities about animals; rules for skill games; activities using tangram puzzle pieces; mathematics activities; and a list of birthdays of famous people born in April. (DC)

ED 239 716 PS 013 648

Classroom Ideas for May 1980.  
Kern County Superintendent of Schools, Bakersfield, Ca. Div. of Instructional Services.

Pub Date—May 80

Note—57p.; Photographs on pages 32-33, 36, and 39 may not reproduce well. For related documents, see PS 013 644-667.

Available from—Instructional Resources Center, 5801 Sundale Ave., Bakersfield, CA 93309 (\$1.50).

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Animals, Art Activities, Childrens Games, \*Class Activities, Elementary Education, Handicrafts, Language Arts, \*Learning Activities, Mathematics Instruction, Measurement, Poetry, Puzzles, Resource Materials, Science Activities

Identifiers—PF Project

One of a series of activity guides, this publication offers a variety of learning activities and resource materials for elementary school students. The activities and resources include: poems; finger games; word puzzles and other puzzles; language arts activities; arts and crafts activities; facts and activities about animals; rules for skill games; mathematics and measurement activities; and a list of birthdays of famous people born in May. (DC)

ED 239 717 PS 013 649

Classroom Ideas for September 1980.  
Kern County Superintendent of Schools, Bakersfield, Ca. Div. of Instructional Services.

Pub Date—Sep 80

Note—58p.; For related documents, see PS 013 644-667.

Available from—Instructional Resources Center, 5801 Sundale Ave., Bakersfield, CA 93309 (\$1.50).

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Art Activities, Bulletin Boards, Childrens Games, \*Class Activities, Elementary Education, Language Arts, \*Learning Activities, Mathematics Instruction, Poetry, Puzzles, Resource Materials, Self Evaluation (Individuals), Spanish

Identifiers—PF Project

One of a series of activity guides, this publication offers a variety of learning activities and resource materials for elementary school students. The activities and resources include: poems; bilingual stories and activities written in Spanish and English; a flannelboard story; word puzzles and other puzzles; a list of social studies textbooks for primary grades with average reading levels as calculated by the Spache Readability Formula; activities to develop a self-awareness of the many skills used during the school day; rules for skill games; art activities; mathematics activities; and bulletin board ideas. (DC)

ED 239 718 PS 013 650

Classroom Ideas—December 1981, Primary Edition.

Kern County Superintendent of Schools, Bakersfield, Ca. Div. of Instructional Services.

Pub Date—Dec 81

Note—56p.; Four pages on colored paper may not reproduce well. For related documents, see PS 013 644-667.

Available from—Instructional Resources Center, 5801 Sundale Ave., Bakersfield, CA 93309 (\$2.00).

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Art Activities, \*Class Activities, \*Cognitive Development, Handicrafts, \*Learning Activities, Mathematics Instruction, Movement Education, Poetry, Primary Education, Puzzles, Resource Materials, Science Activities

Identifiers—Christmas, PF Project, Texas

One of a series of activity guides designed to aid teachers in developing the thinking skills of primary grade students, this publication offers a variety of learning activities and resource materials. The activities and resources include: a calendar which lists important days and birthdays in December; poems; facts and an activity about Hanukkah; a flannelboard story; word puzzles and other puzzles; science activities; arts and crafts activities; mathematics activities; and body movement exercises. Many of the activities are related to Christmas or to Texas (the "state of the month"). An index lists the activities in five categories related to thinking skills from Guilford's Structure of the Intellect model: cogni-

tion, memory, convergent production, divergent production, and evaluation. (DC)

ED 239 719 PS 013 651

Classroom Ideas—January 1982, Primary Edition.  
Kern County Superintendent of Schools, Bakersfield, Ca. Div. of Instructional Services.

Pub Date—Jan 82

Note—57p.; For related documents, see PS 013 644-667.

Available from—Instructional Resources Center, 5801 Sundale Ave., Bakersfield, CA 93309 (\$2.00).

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Art Activities, Childrens Literature, \*Class Activities, \*Cognitive Development, Language Arts, \*Learning Activities, Mathematics Instruction, Movement Education, Poetry, Primary Education, Puzzles, Resource Materials, Science Activities

Identifiers—Alaska, PF Project, Seasonal Celebrations, Winter

One of a series of activity guides designed to aid teachers in developing the thinking skills of primary grade students, this publication offers a variety of learning activities and resource materials. The activities and resources include: a calendar which lists important days and birthdays in January; poems; an exercise in following directions; a flannelboard story; a story development exercise; art activities; word puzzles; bibliographies of read-aloud books; science activities; mathematics activities; and body movement exercises. Many of the activities have a winter theme or are related to Alaska (the "state of the month"). An index lists the activities in four categories related to thinking skills from Guilford's Structure of the Intellect model: cognition, memory, convergent production, and divergent production. (DC)

ED 239 720 PS 013 652

Classroom Ideas—February 1982, Primary Edition.  
Kern County Superintendent of Schools, Bakersfield, Ca. Div. of Instructional Services.

Pub Date—Feb 82

Note—55p.; Chart on page 28 contains faint/broken type. Four pages printed on colored paper may not reproduce well. For related documents, see PS 013 644-667.

Available from—Instructional Resources Center, 5801 Sundale Ave., Bakersfield, CA 93309 (\$2.00).

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Art Activities, Career Awareness, Childrens Games, \*Class Activities, \*Cognitive Development, Language Arts, \*Learning Activities, Mathematics Instruction, Metric System, Poetry, Primary Education, Puzzles, Resource Materials

Identifiers—Arizona, PF Project, Postal Workers, Presidents Day, Valentines Day

One of a series of activity guides designed to aid teachers in developing the thinking skills of primary grade students, this publication offers a variety of learning activities and resource materials. The activities and resources include: a calendar which lists important days and birthdays in February; poems; flannelboard stories; word puzzles and other puzzles; language arts activities; an exercise in following directions; art activities; mathematics activities; activities related to the metric system; activities to develop an awareness of post office careers; and variations on playing tag. Many of the activities have a Valentine's Day or Presidents' Day theme or are related to Arizona (the "state of the month"). An index lists the activities in four categories related to thinking skills from Guilford's Structure of the Intellect model: cognition, memory, convergent production, and divergent production. (DC)

ED 239 721 PS 013 653

Classroom Ideas—March 1982, Primary Edition.  
Kern County Superintendent of Schools, Bakersfield, Ca. Div. of Instructional Services.

Pub Date—Mar 82

Note—56p.; Four pages printed on colored paper may not reproduce well. For related documents, see PS 013 644-667.

Available from—Instructional Resources Center, 5801 Sundale Ave., Bakersfield, CA 93309 (\$2.00).

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Art Activities, Career Awareness,

Childrens Games, \*Class Activities, \*Cognitive Development, Language Arts, \*Learning Activities, Mathematics Instruction, Poetry, Primary Education, Puzzles, Resource Materials, Science Activities

Identifiers—Florida, PF Project, Postal Workers

One of a series of activity guides designed to aid teachers in developing the thinking skills of primary grade students, this publication offers a variety of learning activities and resource materials. The activities and resources include: a calendar which lists important days and birthdays in March; poems; a flannelboard story; word puzzles and other puzzles; art activities; language arts activities; an exercise in following directions; science activities; mathematics activities; activities to develop an awareness of post office careers; and instructions for several ball-handling games. Many of the activities have a theme related to the month of March or to Florida (the "state of the month"). An index lists the activities in five categories related to thinking skills from Guilford's Structure of the Intellect model: cognition, memory, convergent production, divergent production, and evaluation. (DC)

**ED 239 722 PS 013 654**  
**Classroom Ideas—April 1982. Primary Edition.**

Kern County Superintendent of Schools, Bakersfield, Ca. Div. of Instructional Services.

Pub Date—Apr 82

Note—55p.; For related documents, see PS 013 644-667.

Available from—Instructional Resources Center, 5801 Sundale Ave., Bakersfield, CA 93309 (\$2.00).

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Art Activities, Career Awareness, Childrens Games, \*Class Activities, \*Cognitive Development, Drama, Ecology, Language Arts, \*Learning Activities, Mathematics Instruction, Poetry, Primary Education, Puzzles, Resource Materials

Identifiers—Easter, Maryland, PF Project

One of a series of activity guides designed to aid teachers in developing the thinking skills of primary grade students, this publication offers a variety of learning activities and resource materials. The activities and resources include: a calendar which lists important days and birthdays in April; poems; a short play; a flannelboard story; word puzzles and other puzzles; art activities; games; language arts activities; mathematics activities; activities to develop an awareness of ecology-related careers; and instructions for several dog-ball games. Many of the activities have a theme related to Easter or to Maryland (the "state of the month"). An index lists the activities in five categories related to thinking skills from Guilford's Structure of the Intellect model: cognition, memory, convergent production, divergent production, and evaluation. (DC)

**ED 239 723 PS 013 655**  
**Classroom Ideas—May 1982. Primary Edition.**

Kern County Superintendent of Schools, Bakersfield, Ca. Div. of Instructional Services.

Pub Date—May 82

Note—57p.; Four pages printed on colored paper may not reproduce well. For related documents, see PS 013 644-667.

Available from—Instructional Resources Center, 5801 Sundale Ave., Bakersfield, CA 93309 (\$2.00).

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Art Activities, Childrens Games, \*Class Activities, \*Cognitive Development, Language Arts, \*Learning Activities, Mathematics Instruction, Poetry, Primary Education, Puzzles, Rail Transportation, Resource Materials

Identifiers—PF Project, Wisconsin

One of a series of activity guides designed to aid teachers in developing the thinking skills of primary grade students, this publication offers a variety of learning activities and resource materials. The activities and resources include: a calendar which lists important days and birthdays in May; poems; a flannelboard story; word puzzles and other puzzles; art activities; language arts activities; mathematics activities; activities related to trains and railroads; and instructions for several hopscotch games. Many of the activities have a theme related to the month of May or to Wisconsin (the "state of the month"). An index lists the activities in five categories related to thinking skills from Guilford's Structure of the Intellect model: cognition, memory, convergent pro-

duction, divergent production, and evaluation. (DC)

**ED 239 724 PS 013 656**

**Classroom Ideas—Winter 1982. Primary Edition.**

Kern County Superintendent of Schools, Bakersfield, Ca. Div. of Instructional Services.

Pub Date—82

Note—56p.; For related documents, see PS 013 644-667.

Available from—Kern Education Resources Network, 5801 Sundale Ave., Bakersfield, CA 93309 (\$2.00).

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Art Activities, \*Class Activities, \*Cognitive Development, Language Arts, \*Learning Activities, Mathematics Instruction, Poetry, Primary Education, Puzzles, Resource Materials, Telephone Communications Systems

Identifiers—Christmas, Mississippi, New Mexico, Oregon, PF Project, Seasonal Celebrations, Winter

One of a series of activity guides designed to aid teachers in developing the thinking skills of primary grade students, this publication offers a variety of learning activities and resource materials. The activities and resources include: a calendar which lists important days and birthdays in December, January, and February; poems; word puzzles and other puzzles; a flannelboard story; art activities; an exercise in following directions; language arts activities; mathematics activities; activities related to telephones; and "sponge" activities for times when there are a few spare minutes in the day. Many of the activities have a theme related to winter holidays (especially Christmas) or to Mississippi, New Mexico, and Oregon (the "states of the month"). An index lists the activities in four categories related to thinking skills from Guilford's Structure of the Intellect model: cognition, memory, convergent production, and divergent production. (DC)

**ED 239 725 PS 013 657**

**Dale, Ann. Comp. Lantz, Dee Ann. Comp.**

**Classroom Ideas—Fall 1983. Environmental Education: Sun, Sky, and Soil. Primary Edition.**

Kern County Superintendent of Schools, Bakersfield, Ca. Div. of Instructional Services.

Pub Date—83

Note—58p.; For related documents, see PS 013 644-667.

Available from—Kern County Superintendent of Schools, TEC Center, 5801 Sundale Ave., Bakersfield, CA 93309 (\$2.00).

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Art Activities, Childrens Games, \*Class Activities, Dramatic Play, \*Environmental Education, Handicrafts, Language Arts, \*Learning Activities, Outdoor Activities, Poetry, Primary Education, Puzzles, Resource Materials, Science Activities

Identifiers—PF Project

One of a series of activity guides, this publication offers a variety of learning activities and resource materials for primary grade students. The activities and resources include: science activities; word puzzles and other puzzles; a flannelboard story; dramatic play exercises; arts and crafts activities; language arts activities; poems; outdoor activities; games; and an exercise in following directions. Themes of the activities are environmental topics such as plants, animals, soil, and weather. (DC)

**ED 239 726 PS 013 658**

**Dale, Ann. Lantz, Dee Ann.**

**Classroom Ideas—Fall 1983. Environmental Education: Sun, Sky, and Soil. Intermediate Edition.**

Kern County Superintendent of Schools, Bakersfield, Ca. Div. of Instructional Services.

Pub Date—83

Note—57p.; For related documents, see PS 013 644-667.

Available from—Kern County Superintendent of Schools, TEC Center, 5801 Sundale Ave., Bakersfield, CA 93309 (\$2.00).

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Art Activities, \*Class Activities, \*Environmental Education, Handicrafts, Intermediate Grades, Language Arts, \*Learning Activities, Outdoor Activities, Poetry, Puzzles, Resource Materials, \*Science Activities

Identifiers—PF Project

One of a series of activity guides, this publication

offers a variety of learning activities and resource materials for intermediate grade students. The activities and resources include: science activities; word puzzles and other puzzles; arts and crafts activities; language arts activities; poems; outdoor activities; and facts about the environment. Themes of the activities are environmental topics such as plants, animals, soil, and weather. (DC)

**ED 239 727 PS 013 659**

**Classroom Ideas—Spring 1983. Primary Edition.**

Kern County Superintendent of Schools, Bakersfield, Ca. Div. of Instructional Services.

Pub Date—83

Note—55p.; For related documents, see PS 013 644-667.

Available from—Kern Education Resources Network, 5801 Sundale Ave., Bakersfield, CA 93309 (\$2.00).

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Agricultural Occupations, Agriculture, Art Activities, \*Class Activities, Language Arts, \*Learning Activities, Mathematics Instruction, Poetry, Primary Education, Puzzles, Resource Materials

Identifiers—PF Project, Seasonal Celebrations

One of a series of activity guides, this publication offers a variety of learning activities and resource materials for primary grade students. The activities and resources include: a calendar which lists important days and birthdays in March, April, and May; poems; word puzzles and other puzzles; language arts activities; a flannelboard story; art activities; mathematics activities; and activities to develop an awareness of agriculture and agricultural occupations. Several of the activities are related to the spring months. (DC)

**ED 239 728 PS 013 660**

**Classroom Ideas—Winter 1983. Focus on Geology: Rocks, Sand and Crystals. Intermediate Edition.**

Kern County Superintendent of Schools, Bakersfield, Ca. Div. of Instructional Services.

Pub Date—83

Note—57p.; For related documents, see PS 013 644-667.

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Art Activities, Books, \*Class Activities, Earth Science, \*Geology, Handicrafts, Intermediate Grades, \*Learning Activities, Mathematics Instruction, Puzzles, Resource Materials, \*Science Activities

Identifiers—PF Project, Seasonal Celebrations

One of a series of activity guides, this publication offers a variety of learning activities and resource materials for intermediate grade students. The activities and resources include: science activities and facts (especially dealing with soil and rocks); mathematics activities; arts and crafts activities (including making a pinata and tree ornaments); word puzzles; and a list of earth science books for children. Several of the activities are related to Christmas and the winter months. (DC)

**ED 239 729 PS 013 661**

**Classroom Ideas—Winter 1983. Focus on Geology: Rocks, Sand and Crystals. Primary Edition.**

Kern County Superintendent of Schools, Bakersfield, Ca. Div. of Instructional Services.

Pub Date—83

Note—55p.; For related documents, see PS 013 644-667.

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Art Activities, Books, \*Class Activities, Content Area Reading, Earth Science, \*Geology, Handicrafts, \*Learning Activities, Mathematics Instruction, Primary Education, Puzzles, Resource Materials, \*Science Activities

Identifiers—PF Project, Seasonal Celebrations

One of a series of activity guides, this publication offers a variety of learning activities and resource materials for primary grade students. The activities and resources include: science activities (especially dealing with soil and rocks); word puzzles and other puzzles; arts and crafts activities (including Christmas tree ornaments); flannelboard stories; a Christmas story; a list of skills important in both science and reading; mathematics activities; and lists of earth science books for young children and books on rocks and minerals for children and teachers. Several of the activities are related to Christmas and the winter months. (DC)



**ED 239 730 PS 013 662**  
**Classroom Ideas-Fall 1981. Intermediate Edition.**

Volume 1.  
Kern County Superintendent of Schools, Bakersfield, Ca. Div. of Instructional Services.  
Pub Date—81

Note—57p.; For related documents, see PS 013 644-667.  
Available from—Instructional Resources Center, 5801 Sundale Ave., Bakersfield, CA 93309 (\$2.00).

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Art Activities, \*Class Activities, \*Cognitive Development, Intermediate Grades, Language Arts, \*Learning Activities, Mathematics Instruction, Poetry, Problem Solving, Puzzles, Resource Materials, Science Activities, Self Concept

Identifiers—PF Project, Seasonal Celebrations, Team Sports

One of a series of activity guides designed to aid teachers in developing the thinking skills of intermediate grade students, this publication offers a variety of learning activities and resource materials. The activities and resources include: a calendar which lists important days and birthdays in September, October, and November; poems; word puzzles and other puzzles; mathematics activities; an exercise in following directions; art activities; science activities; language arts activities; activities to develop skills in the team sports of football and soccer; problem-solving exercises; and activities to develop self-knowledge. Several of the activities are related to the fall months or to California, Nevada, and Washington (the "states of the month"). An index lists the activities in five categories related to thinking skills from Guilford's Structure of the Intellect model: cognition, memory, convergent production, divergent production, and evaluation. (DC)

**ED 239 731 PS 013 663**  
**Classroom Ideas-Winter 1981. Intermediate Edition. Volume 2.**

Kern County Superintendent of Schools, Bakersfield, Ca. Div. of Instructional Services.  
Pub Date—81

Note—55p.; For related documents, see PS 013 644-667.  
Available from—Instructional Resources Center, 5801 Sundale Ave., Bakersfield, CA 93309 (\$2.00).

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Art Activities, \*Class Activities, \*Cognitive Development, Intermediate Grades, Language Arts, \*Learning Activities, Mathematics Instruction, Occupational Clusters, Poetry, Puzzles, Resource Materials, Science Activities

Identifiers—PF Project, Seasonal Celebrations, Team Sports

One of a series of activity guides designed to aid teachers in developing the thinking skills of intermediate grade students, this publication offers a variety of learning activities and resource materials. The activities and resources include: a calendar which lists important days and birthdays in December, January, and February; poems; word puzzles and other puzzles; language arts activities; art activities; science activities; mathematics activities; activities to develop skills in the team sports of volleyball and basketball; and activities to develop an understanding of occupational clusters. Several of the activities are related to the winter months or to Texas, Alaska, and Arizona (the "states of the month"). An index lists the activities in four categories related to thinking skills from Guilford's Structure of the Intellect model: cognition, memory, convergent production, and divergent production. (DC)

**ED 239 732 PS 013 664**  
**Classroom Ideas-Spring 1982. Intermediate Edition. Volume 3.**

Kern County Superintendent of Schools, Bakersfield, Ca. Div. of Instructional Services.  
Pub Date—82

Note—55p.; For related documents, see PS 013 644-667.  
Available from—Instructional Resources Center, 5801 Sundale Ave., Bakersfield, CA 93309 (\$2.00).

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Children's Literature, \*Class Activities, \*Cognitive Development, Intermediate

Grades, Language Arts, \*Learning Activities, Mathematics Instruction, Petroleum Industry, Poetry, Puzzles, Resource Materials, Science Activities, Social Studies

Identifiers—PF Project, Seasonal Celebrations, Team Sports

One of a series of activity guides designed to aid teachers in developing the thinking skills of intermediate grade students, this publication offers a variety of learning activities and resource materials. The activities and resources include: a calendar which lists important days and birthdays in March, April, and May; poems; word puzzles and other puzzles; language arts activities; social studies activities; facts about the 50 states; lists of read-aloud books for fourth, fifth, and sixth grades; science activities; mathematics activities; activities to develop an awareness of the petroleum industry; and activities to develop skills in the team sport of softball. Several of the activities are related to the spring months. An index lists the activities in four categories related to thinking skills from Guilford's Structure of the Intellect model: cognition, memory, convergent production, and divergent production. (DC)

**ED 239 733 PS 013 665**  
**Classroom Ideas-Fall 1982. Intermediate Edition. Volume 4.**

Kern County Superintendent of Schools, Bakersfield, Ca. Div. of Instructional Services.  
Pub Date—82

Note—55p.; For related documents, see PS 013 644-667.

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Class Activities, \*Cognitive Development, Intermediate Grades, Language Arts, \*Learning Activities, Mathematics Instruction, Poetry, Puzzles, Resource Materials, Science Activities, Self Evaluation (Individuals)

Identifiers—PF Project, Seasonal Celebrations, Team Sports

One of a series of activity guides designed to aid teachers in developing the thinking skills of intermediate grade students, this publication offers a variety of learning activities and resource materials. The activities and resources include: a calendar which lists important days and birthdays in September, October, and November; poems; word puzzles and other puzzles; language arts activities; science activities; mathematics activities; activities to help students become aware of their social, mental, and emotional characteristics; activities to develop skills in the team sports of soccer and football; and "sponge" activities for times when there are a few spare minutes in the day. Several of the activities are related to the fall months. An index lists the activities in four categories related to thinking skills from Guilford's Structure of the Intellect model: cognition, memory, convergent production, and divergent production. (DC)

**ED 239 734 PS 013 666**  
**Classroom Ideas-Winter 1982. Intermediate Edition. Volume 5.**

Kern County Superintendent of Schools, Bakersfield, Ca. Div. of Instructional Services.  
Pub Date—82

Note—55p.; Four pages printed on colored paper may not reproduce well. For related documents, see PS 013 644-667.

Available from—Kern Educational Resource Network, 5801 Sundale Ave., Bakersfield, CA 93309 (\$2.00).

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Athletes, Athletics, \*Class Activities, \*Cognitive Development, Intermediate Grades, Language Arts, \*Learning Activities, Mathematics Instruction, Poetry, Puzzles, Resource Materials

Identifiers—PF Project, Seasonal Celebrations, Team Sports

One of a series of activity guides designed to aid teachers in developing the thinking skills of intermediate grade students, this publication offers a variety of learning activities and resource materials. The activities and resources include: a calendar which lists important days and birthdays in December, January, and February; poems; word puzzles and other puzzles; language arts activities; activities to develop skills in the team sports of volleyball and basketball; mathematics activities; activities to develop an awareness of professional sports and athletes; and "sponge" activities for times when there

are a few spare minutes in the day. Several of the activities are related to the winter months. An index lists the activities in four categories related to thinking skills from Guilford's Structure of the Intellect model: cognition, memory, convergent production, and divergent production. (DC)

**ED 239 735 PS 013 667**  
**Classroom Ideas-Spring 1983. Intermediate Edition. Volume 6.**

Kern County Superintendent of Schools, Bakersfield, Ca. Div. of Instructional Services.  
Pub Date—83

Note—56p.; For related documents, see PS 013 644-666.

Available from—Kern Educational Resource Network, 5801 Sundale Ave., Bakersfield, CA 93309 (\$2.00).

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Class Activities, Intermediate Grades, Language Arts, \*Learning Activities, Leisure Time, Mathematics Instruction, Poetry, Puzzles, Resource Materials, Science Activities, Self Evaluation (Individuals)

Identifiers—PF Project, Seasonal Celebrations, Team Sports

One of a series of activity guides, this publication offers a variety of learning activities and resource materials for intermediate grade students. The activities and resources include: a calendar which lists important days and birthdays in March, April, and May; poems; word puzzles and other puzzles; science activities; language arts activities; self-awareness activities; mathematics activities; activities to develop skills in the team sport of softball; activities to develop an awareness of the importance of leisure time; and "sponge" activities for times when there are a few spare minutes in the day. Several of the activities are related to the spring months. (DC)

**ED 239 736 PS 013 673**  
**Hood, Kathleen. And Others**

**By Parents for Parents. A Pre-First Parent's Guide to the Early Education Program in Eastern Lancaster County School District.**

Eastern Lancaster County School District, New Holland, Pa.  
Pub Date—Jul 82

Note—53p.; Photographs may not reproduce well.

Prepared at Caernarvon Elementary School, Lancaster, Pa.

Pub Type—Guides - Non-Classroom (055)  
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Grade 1, Kindergarten, Parent Materials, Parent School Relationship, \*Preschool Children, Preschool Education, Primary Education, Program Descriptions, \*School Readiness, School Readiness Tests, Screening Tests, \*Student Placement, \*Transitional Programs

Identifiers—\*Developmental Placement, PF Project

This parent guide provides an overview of the Gesell Developmental Program (pre-first grade) in the Eastern Lancaster County School District (Pennsylvania). The following topics are covered: (1) a history of the program; (2) a brief description of the Gesell preschool tests; (3) answers to questions parents are likely to ask about the program; (4) a description of the program and its philosophy; (5) several means of communication available between parents and teachers; and (6) parent reactions to several aspects of the program. The appendices include a project letter and program evaluation questionnaire sent to parents of the participating children, a pre-first grade report card, a child observation guide and response form, a letter providing an update of the program to the parents, some class activities, and two letters initiating informal parent meetings and coffee klatches. A 12-item bibliography for parents is included. (JW)

**ED 239 737 PS 013 682**  
**Lundin, Janet, Ed. O'Malley, Edward T., Ed.**

**Preparing Food for Preschoolers: A Guide for Food Service Personnel.**

California State Dept. of Education, Sacramento.  
Pub Date—83

Note—45p.; A Nutrition, Education and Training Program.

Available from—Bureau of Publications, California State Dept. of Education, P.O. Box 271, Sacramento, CA 95802 (\$7.50 for 10 copies, plus sales tax for California residents).

Pub Type—Guides - Non-Classroom (055)  
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

**Descriptors**—Allergy, Child Caregivers, Cultural Enrichment, \*Day Care Centers, Equipment, \*Food Service, Guidelines, \*Nutrition, \*Preschool Children, Preschool Education  
**Identifiers**—Menu Planning, PF Project, Recipes (Food)

Guidelines and suggestions to help food service workers in children's day care centers plan, prepare, and serve a variety of nutritious, tasty, and attractive meals and snacks are presented. The following topics are included (subtopics are listed in parentheses): (1) preparation of food (seasoning foods; preparing meat, fish, vegetables, and fruits; serving finger foods and simple foods; introducing new foods; and preparing garnishes); (2) menu planning (variety, meal patterns for children, seasonal foods, space and equipment, and menu evaluation); (3) kinds of meal service (family style, buffet style, cafeteria style, and picnic style); (4) suggestions for bag lunches and picnics (bag lunches; sandwich preparation; vegetable, fruit, and beverage preparation; and protection of food); (5) equipment; (6) other nutritional concerns (mealtime schedules, nutritious snacks, and special occasions); (7) cultural foods and menus (Chinese, Mexican, and Afro-American); and (8) allergies to foods. Appendices include a food substitution guide, snack recipes, and cultural recipes. A list of other publications available from the California State Department of Education is included. (DC)

ED 239 738

PS 013 796

Azarnoff, Pat, Ed.

**Preparation of Young Healthy Children for Possible Hospitalization: The Issues. Monograph No. 1.**

Pediatric Projects Inc., Santa Monica, CA.

Report No.—ISBN-0-912599-00-6

Pub Date—83

Note—126p.

Available from—Pediatric Projects, Inc., P.O. Box 1880, Santa Monica, CA 90406 (\$12.00; quantity rates upon request).

Pub Type—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

**Descriptors**—Anxiety, Early Childhood Education, Emotional Problems, Foreign Countries, \*Health Needs, \*Hospitalized Children, Hospitals, Medical Care Evaluation, \*Patients, Young Children

**Identifiers**—Australia, California, England (London), New York, Ohio

Ten authors' viewpoints about preparing healthy children for possible hospitalization are presented. Selected topics include (1) the fallacy of "preparing" young healthy children for possible hospitalization, (2) parents as the best preparers of young children, (3) preparing young children for unplanned hospital admissions, (4) anxiety created when young children tour hospitals, (5) engendering positive feelings about hospitals and health care, (6) program models for preparing healthy children for hospitalization, (7) preparing children for hospitalization, (8) preventing distress once the child is in the hospital, (9) children's handling of difficult events, (10) information about nonpatient preparation by three child advocacy groups, and (11) practices and studies in nonpatient preparation. Bibliographies for adults and young children are included. The board of directors and advisory board members of pediatric projects are listed. (BJD)

ED 239 739

PS 013 849

Raines, Shirley C., Ed. And Others

**The Wesleyan Papers: Keeping the Child in Childhood, Volume I, Number 1.**

North Carolina Wesleyan Coll., Rocky Mount.

Pub Date—Jun 83

Note—74p.

Pub Type—Collected Works - General (020) — Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

**Descriptors**—Child Advocacy, Early Childhood Education, \*Educational Improvement, Educational Practices, Guidelines, Hearing Impairments, \*Language Acquisition, \*Moral Development, \*Play, \*Reading Readiness, \*Teacher Responsibility, Television Viewing  
**Identifiers**—Kohlberg (Lawrence), Piagetian Theory

Composing the first volume in a proposed series, the eight papers collected here focus on the general theme of allowing children to have a childhood. The first paper urges that educators of young children communicate that they, as professionals, believe in

and act on the basis of principles of child development. The second paper points out how schools may deprive children of childhood by excessive testing, homogeneous grouping, overuse of worksheets, fragmenting the curriculum and schedule, excessive drill, and large amounts of sitting and listening. The third paper suggests that children are involved in the process of reading before they enter school and offers suggestions for teacher education and beginning reading programs. The fourth, fifth, and sixth papers respectively suggest ways of using television to enhance children's language development; discuss play as a natural medium for learning in early childhood; and provide an illustrated overview of Piaget's and Kohlberg's theories of moral development, discussing a simple strategy to promote such development. The seventh paper stresses the importance of emphasizing hearing-impaired children's development as children rather than emphasizing their handicap. The eighth and final paper discusses child advocacy in terms of its elements, nature, and goals. (RH)

ED 239 740

PS 013 912

Barden, R. Christopher And Others

**The Effects of Affective States Induced via Cognitive, Experiential, and Vicarious Procedures on Behavior and Cognition.**

Pub Date—Apr 83

Note—42p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Detroit, MI, April 21-24, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

**Descriptors**—\*Affective Behavior, \*Altruism, Depression (Psychology), Elementary Education, \*Elementary School Students, Grade 2, \*Performance Factors

**Identifiers**—Facial Expressions, \*Induced Affect, \*Remedial Intervention, Social Acceptance, Social Rejection

An experiment was conducted to test the hypothesis that the remediation of negative emotion will be most effective when the remedial procedure matches the experience or cognition that induced the negative state. Other hypotheses examined were (1) that negative states induced by cognitive reflection related to the self would be resistant to remediation and (2) that changes in emotional expressions may make it appear that a negative state has been effectively remediated when lingering effects on behavior and cognition indicate otherwise. Negative emotional states were induced in 150 second-grade children by one of four processes involving social rejection content: cognition that focused on the self (thinking about being rejected) or a peer (thinking about a peer's being rejected) or experience relating to the self (actually being rejected) or to a peer (observing a peer being rejected). These processes were followed by a positive remedial induction (social acceptance) whose process did or did not match that of the negative induction. Except for negative self-cognitions, it was found that the behavioral and cognitive consequences of negative emotion were alleviated when the positive remediation was of the same type as the original induction. Regardless of their type, emotional expressions were consistently positive following remediation. (Results are discussed in terms of differing processes for maintaining negative emotion as a function of the character of induction, and implications for understanding clinical depression in children are noted.) (Author/RH)

ED 239 741

PS 013 945

Grant, D. R. B. And Others

**Life Style Study: Children of the Lesser World in the English-Speaking Caribbean. Volume V: Household Structures and Settings.**

Bernard Van Leer Foundation for Early Childhood Education (CECE), Kingston, Jamaica.

Pub Date—83

Note—154p.; For related documents, see ED 229 104-105 and ED 229 107-108.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

**Descriptors**—Academic Achievement, Attachment Behavior, \*Child Rearing, Developing Nations, Early Parenthood, \*Family Environment, Family Income, \*Family Relationship, Family Size, \*Family Structure, Foreign Countries, Health, Nutrition, \*Parent Attitudes, Parent Child Relationship, Perceptual Development, \*Poverty, Reading Habits

**Identifiers**—Breastfeeding, \*Caribbean Islanders,

Postpartum Care, Prenatal Care, Superstition, Toilet Training

This monograph describes the developmental context of disadvantaged children in the English-speaking Caribbean. Reported in nontechnical language are the frequencies of responses on a parent interview schedule made by a sample of heads of households with children 0 to 3 years of age. Section 1, part 1 presents information on type of family union, the age at which the mother gave birth, her visit(s) to the clinic, and her approach to breast-feeding and toileting. Section 1, part 2 focuses on child-oriented parental attitudes and beliefs, parent-child attachment, provisions for the development of the child's visual-motor perceptual skills, and initiations into household chores. Section 1, part 3 discusses data concerning the educational level of parents, their occupation and income, and their reading habits. Section 2, part 1 examines data on aspects of the human setting such as family size and number of people helping in child care and child-rearing. Section 2, part 2 describes the social process setting as a factor in the development of the child. Section 2, part 3 describes the physical setting in which the child interacts with people and things. Appended are a researcher's personal narrative reflecting emotional responses to the conditions of these poverty-stricken people and an account of an intervention to improve the nutrition of children of participating families. (RH)

ED 239 742

PS 014 023

O'Brien, Peter

**Mt. Drutt Longitudinal Study: Second Major Report, 1983.**

Macquarie Univ., North Ryde (Australia). School of Education.

Pub Date—83

Note—87p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

**Descriptors**—Disadvantaged, Elementary Education, Elementary School Students, Elementary School Teachers, \*Expectation, \*Family Characteristics, Foreign Countries, Longitudinal Studies, \*Mathematics Achievement, \*Outcomes of Education, \*Physical Development, School Role, \*Student Behavior

**Identifiers**—\*Australia (New South Wales), Mount Drutt Early Childhood Project

Sections of this report introduce many of the activities undertaken in 1982 within the purview of the Mt. Drutt (Australia) longitudinal study. Included are reports of (1) the 1982 math investigation, (2) a longitudinal study of child growth and development and the incidence of physical defects at ages 9 and 10, (3) an investigation of classroom disruption in the primary grades, (4) a study of pupils' and teachers' expectations for the achievement of children in their fourth year of schooling, (5) an investigation of relationships between family characteristics and school-related outcomes, and (6) an exploration of how well schools serve disadvantaged pupils. (RH)

ED 239 743

PS 014 024

Houghton, Karen Low, Brian

**1982 Maths Investigation: Technical Report. Mt. Drutt Longitudinal Study.**

Macquarie Univ., North Ryde (Australia). School of Education.

Pub Date—Aug 82

Note—46p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

**Descriptors**—Comparative Analysis, \*Disadvantaged Youth, Elementary Education, \*Elementary School Students, \*Error Patterns, Foreign Countries, Grade 4, Longitudinal Studies, \*Mathematics Achievement, Quantitative Tests, \*Test Construction

**Identifiers**—\*Australia (New South Wales), Mount Drutt Longitudinal Study

Aims of this phase of a longitudinal mathematics achievement investigation were to (1) detect individual and group differences in math achievement among a sample of fourth-year children, (2) monitor changes in math skills since a 1981 math investigation, and (3) identify limits of children's understanding of mathematical concepts. (The math test itself was designed to be additionally suitable for use in 1983.) An item bank was assembled by combining those items which the fewest children answered correctly on the 1981 test with items assessing skill in operations for counting numbers at fourth-year level and above. Items tested content area skill and

three aspects of problem structure: number size, position of the answer box or missing element, and problem format. The resulting test consisted of six subscales, including addition, subtraction, multiplication, concepts, word problems, and number problems paralleling the word problems. Altogether, 692 children in 33 fourth-year classes were tested; subjects attended 5 Mt. Drutt schools and 3 contrast schools. Findings indicated significant achievement differences between subsamples and among schools on all subscales and on the total test. Longitudinal change was found on the 11 items common to the 1981 and 1982 tests, and sample-wide error patterns emerged from the data. The test and instructions for administration are appended. (RH)

**ED 239 744** PS 014 033

Calder, Judy Henry, Karen.  
Building a Special Needs Component into Your Child Care Resource & Referral Service.  
Bananas, Inc., Oakland, Calif.  
Spons Agency—San Francisco Foundation, Calif.  
Pub Date—83  
Note—132p.

Available from—BANANAS, Inc., 6501 Telegraph Avenue, Oakland, CA 94609.

Pub Type—Guides—General (050)

EDRS Price—MF01/PC06 Plus Postage.

Descriptors—Adolescents, Child Caregivers, Children, \*Community Information Services, \*Day Care, \*Disabilities, Infants, Legislation, \*Program Development, \*Program Implementation, \*Referral, Resource Materials, Surveys, Training

Identifiers—Special Interest Groups

Designed to provide information on child care options for children with special needs, this manual discusses the criteria necessary to implement services. Section 1 answers questions regarding referrals, resources, and benefits for the disabled child and family, as well as for child care providers and agency staff. Section 2 addresses seven action areas for three levels of program involvement. Specifically, these areas include (1) identifying, recruiting, and assessing providers; (2) cataloging information; (3) outreach and publicity; (4) provider and parent support; (5) the referral process; (6) followup; and (7) evaluation. Section 3 discusses parenting the special child, child care issues concerning providers, parents' choice of child care, and disability myths. Section 4 describes relevant legislation, the report by the Governor of California's Advisory Committee on Child Development, a survey of statewide resource and referral agencies, and problem areas in caring for special children. Section 5 discusses training curricula, trainer resources, special resources, area boards, regional centers, and other associations. An extensive appendix includes an agency mail survey, a parent survey, a phone questionnaire, a sample phone conversation with a provider, a child care provider questionnaire, a special needs cataloging form, a recruiting notice for newsletter inclusion, a parent information intake card, a parent education handout, workshop announcements, and support services file categories. Three pocket guides are also included. (BJD)

**ED 239 745** PS 014 035

Hawkes, Ellen G.  
CAI for CDA: Theory and Competency.  
Pub Date—5 Nov 83

Note—16p.; Paper presented at the Annual Convention of the National Association for the Education of Young Children (Atlanta, GA, November 3-6, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Child Caregivers, \*Competency Based Teacher Education, \*Computer Assisted Instruction, \*Computer Simulation, Early Childhood Education, Postsecondary Education, \*Preschool Teachers, Teacher Evaluation, \*Training

Identifiers—\*CDA, CDA Competency 3, Child Development Associate

A case is made for the use of computer assisted instruction (CAI) in Child Development Associate (CDA) training programs conducted on-campus in conjunction with an educational curriculum or conducted off-campus in conjunction with child care programs. The following points are made: (1) CAI can be used to supplement and amplify a teacher's effectiveness; (2) CAI initially requires only a minimal introduction to computer use; (3) Computer-based self-instructional materials evolve in coordination with changes in national policy and practice; (4) Certain components of CDA compe-

tency-based training appear directly related to computerization; (5) CDA trainees using CAI gain knowledge of ways computer technology can be used in preschool settings; (6) Computer simulation with feedback to trainees' responses provides opportunities for increased learning; and (7) When employed in conjunction with pretests and posttests, CAI modules can be used in individualized self-evaluation interviews to facilitate learning and concept development. By way of illustrating this last use, segments of a CAI program based on a specific CDA competency are presented. Confronting trainees with hypothetical situations, the program segments indicate how computer-based self-instruction can enhance theoretical linkage between CDA competencies related to guidance and discipline and can teach discipline strategies based on behaviorist, interactionist, and nondirective approaches. (RH)

**ED 239 746** PS 014 039

Brickell, E. E.  
Curriculum Assessment and Development Project:  
Task Force Report.

Virginia Beach City Public Schools, Va.

Pub Date—Mar 83

Note—90p.

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—Advisory Committees, Community Attitudes, Curriculum Development, \*Educational Improvement, \*Elementary Secondary Education, Language Arts, Mathematics, Science Programs, Social Studies, Special Education, \*Staff Development, Student Attitudes, \*Student Evaluation, Vocational Education

Containing recommendations of a 36-person task force, this report establishes a direction for actions that the Virginia Beach, Virginia school division should take to improve the current educational program. Recommendations are presented in four sections. Section 1 (kindergarten-grade 12) discusses curriculum, staff development, and student standards. Sections 2 and 3 (kindergarten-grade 4 and grades 5-8) include descriptions of program directions; programs in language arts, mathematics, science, health, and social studies; and resource, exploratory, and elective programs. Section 4 (grades 9-12) includes discussion of content areas as well as vocational education and specialized studies. Special programs and resource services such as English as a Second Language, gifted education, guidance, library studies, and special education are described in section 5. Three appendices, composing the majority of the text, complete the document. The first appendix provides a program process summary; a summary of staff, student, and community involvement; rosters of the curriculum assessment and development task force and other advisory groups and consultants and a list of school visitations conducted in other state systems; nine tables illustrating results of the curriculum assessment and development senior survey; a copy of the community opinion survey report; and a futures and technology report in chart form. The second appendix, the curriculum foundations report, establishes a basis for curriculum renewal and continuous curriculum development. Finally, the third appendix reports on the use of computers within the school system. (BJD)

**ED 239 747** PS 014 063

Zenke, Larry L.  
Schools of Progress: Where We Are and Where We're Going. An Open Letter to the People of Tulsa.

Tulsa Public Schools, Okla.

Pub Date—Jun 83

Note—59p.

Pub Type—Reports—General (140)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—\*Educational Administration, \*Educational Improvement, \*Educational Policy, \*Educational Practices, Elementary Secondary Education, Public Education, \*Standards, \*Student Behavior

Identifiers—National Commission on Excellence in Education, Nation at Risk (A), \*Oklahoma (Tulsa)

Improvements in the public schools of Tulsa, Oklahoma, are reported in this document. Part 1, an introductory statement by the Oklahoma Superintendent of Schools, reviews successes in implementing a management-team approach to decentralizing decision making and improving the effectiveness of schools. Part 2 describes programs and policies that meet selected recommendations of the final report

of the National Commission on Excellence in Education. Programs and policies address issues related to curriculum content, standards and expectations, time allocated for learning, teaching, leadership, and fiscal support. Part 3 offers conclusions and further recommendations. Appended are the text of the Commission's report and a report concerning the development of standards of acceptable student behavior. The latter report contains a statement of the philosophical position underlying policies related to the conduct of students in school, implementation guidelines for a plan to establish better standards of behavior, a list of suggestions for implementing rules, a list of classroom rules, a personal evaluation form designed to help children become better students, and a handout for parents intended to promote high expectations for children's instruction. (RH)

**ED 239 748** PS 014 065

Allegheny Conference Education Fund: Five Year

Report.  
Allegheny Conference on Community Development, Pittsburgh, PA.

Pub Date—[83]

Note—19p.

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Educational Improvement, Elementary Secondary Education, \*Extracurricular Activities, Incentive Grants, \*Public Support, School Business Relationship, \*School Community Relationship

Identifiers—Pittsburgh School District PA

Accomplishments made by the Allegheny Conference Educational Fund since its inception in 1978 are summarized in this report. The first section highlights progress during the 5-year history of the program, including description of a period of trust building, the initiation of specific educational programs, and school-community relationships. The next section discusses community support for the schools gained through program activities such as public information, the Reizenstein Consortium (a coalition of concerned parents and local leaders in support of various activities), the mini-grant program to teachers, partnerships in education, the educator-in-residence series, and nonprogrammatic activities. The results of the program are again summarized and the last section lists foundations and corporations that have contributed to the fund. (BJD)

**ED 239 749** PS 014 085

Preparing for the '90s: Thrust for Quality in Higher Education [and] Thrust for Quality in Public Schools.

Louisiana Association of Business and Industry, Baton Rouge.

Pub Date—Oct 83

Note—41p.

Pub Type—Reports—General (140)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—\*Economic Change, \*Educational Improvement, \*Elementary Secondary Education, \*Higher Education, \*Instructional Improvement, Leadership Training, Public Education, \*Research Opportunities, School Business Relationship, Tax Allocation, Teacher Education, Vocational Education

Identifiers—\*Louisiana

Examined in the first report is the need for educational improvement in higher education in Louisiana. Discussion focuses on the state of the economy: half of Louisiana's economy (production and manufacturing) is in decline, while the other half (production jobs) is uncertain. Cooperation between higher education and business offers hope for the future. Included in the document is the Louisiana Association of Business and Industry's Quality Thrust Endowment Fund Proposal. The second report addresses the need for Louisiana to restructure its economy through the educational system, specifically by regrading educational programs at all levels. An action agenda for the elementary and secondary levels is presented to upgrade the instructional program; improve teacher preparation, performance, and pay; and promote leadership, planning, management and public involvement. Revamping the state's method of funding is suggested, and an action agenda directed toward vocational-technical education is also emphasized. Educators, parents, business, labor, and public officials are urged to meet this challenge. (BJD)

**ED 239 750**

PS 014 091



Zenke, Larry L.

**A Call to Action: An Address to the Tulsa Metropolitan Chamber of Commerce, A Response to the Report of the National Commission on Excellence in Education: A Nation at Risk.**

Tulsa Public Schools, Okla.

Pub Date—20 Jun 83

Note—21p.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, Educational Administration, \*Educational Improvement, \*Educational Quality, Elementary Secondary Education, \*Public Schools, \*School Activities, Students, Teachers  
Identifiers—\*Individual Recognition, \*Oklahoma (Tulsa)

The Superintendent of Schools reports factual information about and briefly describes accomplishments of the Tulsa Public Schools to enable the Board of Directors of the Chamber of Commerce to assess the status of the schools vis-a-vis the Report of the National Commission on Excellence in Education. Recent scores of students on national standardized achievement tests are emphasized; exceptional achievements of students and teachers are noted; and accomplishments of the school system as a whole are described. System-wide accomplishments include placement of students in Chinese universities; selection to pilot the Fitness Program (a program sponsored in part by the President's Council on Physical Fitness and Sports); extensive school/community cooperation and volunteer participation in the schools; as well as national recognition for working with Junior Achievement, Incorporated. The report concludes with summary descriptions of other programs offered by the public schools, such as programs in the areas of foreign languages, computer math, gifted education, special education, advanced placement, the International Baccalaureate diploma, basic skill acquisition, school to school transfer, Community School classes, student discipline, alternative schooling, community services, interdistrict transfer, teacher qualifications, a management team approach to administration, racial integration, and school effectiveness. (RH)

ED 239 751

PS 014 094

Acuna, Jasmin Espiritu

**Acculturation, Social Class and Cognitive Growth.**

Monograph No. 34.

Philippines Univ., Quezon City. Science Education Center.

Pub Date—Aug 83

Note—50p.; Not available in hard copy due to marginal legibility. This research was a project of the Research and Evaluation Workgroup.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Academic Achievement, \*Acculturation, \*Cognitive Development, Foreign Countries, \*High School Students, Lower Class, Middle Class, \*Rural Urban Differences, Scientific Literacy, Secondary Education, Sex Differences, \*Social Class, Social Differences  
Identifiers—\*Philippines, \*Science Skills

Focusing on the acquisition of science processes, a study was made of the relationship of acculturation and social class to cognitive development among 1,677 lower and lower middle class students enrolled in the public high schools of three rural, 11 semi-urban, and three urban communities. Acculturation was defined at the community level in terms of formal education, wage employment, and urbanization. Social class was defined at the individual level in terms of father's level of formal schooling, occupational prestige, and income. As groups, students in classrooms were administered tests for about 3 hours. Measures included a standardized nonverbal intelligence scale; a group embedded-figures test; a test of the ability to make generalizations; group conservation tasks; and a test of ability to perform basic science processes of observing, comparing, classifying, quantifying, measuring, predicting, inferring, and experimenting. Three scales were developed and administered; these concerned life processes/cycles of animal and plant life, inferential reasoning about internal states of others, and natural phenomena. In addition, questionnaires on family characteristics were completed by students and parents. Among the findings was the observation that nonverbal reasoning, abstract reasoning, higher levels of development, and better understanding of science processes appear to be enhanced

by more years in secondary school, membership in a social class above the subsistence level, and living in a more acculturated environment. (RH)

ED 239 752

PS 014 096

Duncan, Verne A.

**The State of the Schools: Oregon, 1983, Text of the Annual State of the Schools Address (7th, Portland, Oregon, September 15, 1983).**

Oregon State Dept. of Education, Salem.

Pub Date—15 Sep 83

Note—18p.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, \*Curriculum Development, \*Educational Improvement, Elementary Secondary Education, Evaluation Methods, \*Mathematics Curriculum, School Business Relationship, \*School Effectiveness, \*Science Curriculum, Technology, \*Testing Programs, Vocational Education  
Identifiers—Oregon, Oregon State Department of Education

This address by the Oregon State Superintendent of Public Instruction presents proposals for achieving educational excellence. The introduction to the plan briefly discusses the state of school finance, the upcoming property tax relief vote, and the interest indicated in national reports for accelerating school improvement. The eight proposals specifically presented provide for (1) a state-required curriculum, (2) testing of basic skills for all students in the third, sixth, and tenth grades, (3) a state-level eighth-grade examination for all students, (4) increased math and science requirements, (5) development of school profiles, (6) a state honors diploma, (7) state board of education authority over the teacher and administrator evaluation process, and (8) effective use of school time. Other areas mentioned as having priority during the school year are technology, development of public/private partnerships, vocational education, and community colleges. The address concludes with a call to raise expectations for students and educators and to promote educational excellence. (BJD)

ED 239 753

PS 014 098

Bell, T. H.

**Leadership for Reform and Renewal of American Education.**

Department of Education, Washington, DC. Office of the Secretary.

Pub Date—6 Dec 83

Note—14p.; Keynote address presented at the Meeting of the National Forum on Excellence in Education (Indianapolis, IN, December 6-8 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Responsibility, Boards of Education, Business Responsibility, \*Educational Improvement, \*Educational Policy, \*Educational Responsibility, \*Elementary Secondary Education, Federal Government, Government Role, \*Higher Education, Parent Responsibility, State Government, Student Responsibility, Teacher Responsibility

In this address to educational policy makers attending the National Forum on Excellence in Education, the United States Secretary of Education outlines his perceptions of the responsibilities of those responding to the challenge to renew and reform American education. Discussion focuses on the responsibilities of governors, state legislative leaders, governing boards and their administrators, teachers and teachers' organizations, higher education, parents and students, the private sector, and the Federal government. (RH)

ED 239 754

PS 014 099

Graham, Robert

**Talk by Governor Robert Graham of Florida (National Forum on Excellence in Education, Indianapolis, IN, December 7, 1983).**

Florida State Office of the Governor, Tallahassee.

Pub Date—7 Dec 83

Note—8p.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Educational Improvement, \*Educational Innovation, Elementary Secondary Education, \*Government Role, \*Teacher Effectiveness, \*Teacher Role

First pointing out educational innovations in the public schools of Florida and accomplishments of public schools in general, this address briefly indicates six ways to provide support for effective teachers, discusses "new realities" affecting educational practices, and describes the roles of state and national government in education. (RH)

ED 239 755

PS 014 100

Davison, Fred C.

**Remarks by Dr. Fred C. Davison, President of the University of Georgia, at the General Assembly on "The Teaching Profession" (National Forum on Excellence in Education, Indianapolis, Indiana, December 6-8, 1983).**

Pub Date—7 Dec 83

Note—6p.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*College Role, \*Educational Improvement, \*Elementary Secondary Education, \*Higher Education, \*Public Schools, \*Teacher Education  
Identifiers—\*Georgia

The speaker indicates problems and prospects affecting the teaching profession and suggests ways higher education can contribute to solving educational problems. Specific recommendations include differentiating staff systems in elementary and secondary schools; reducing the number of teacher training institutions and providing those remaining with increased resources; utilizing higher education resources to address concerns of public education and public school teachers; solving the problems of overspecializing teacher training curricula; and providing incentives to make the teaching profession attractive to good students and capable teachers. (RH)

ED 239 756

PS 014 103

Gardner, David Pierpont

**Remarks by David Pierpont Gardner, Chair of the National Commission on Excellence in Education (National Forum on Excellence in Education, Indianapolis, IN, December 7, 1983).**

National Commission on Excellence in Education (ED), Washington, DC.

Pub Date—7 Dec 83

Note—11p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Educational Improvement, \*Elementary Secondary Education, \*Standards  
Identifiers—National Commission on Excellence in Education

The Chairperson of the National Commission on Excellence in Education addresses his remarks to participants of the National Forum on Excellence in Education. Specifically, the speaker lists ways educators express high expectations of students and enumerates contrasting educational practices through which educators express low expectations. Portions of the Commission's final report dealing with standards are reiterated, and the importance of standards for attaining excellence is illustrated. (RH)

ED 239 757

PS 014 104

Stennett, R. G. Earl, L. M.

**Early Identification System: Followup of Those Students in the Grade 1 Class of 1978-79 Who Did Not Reach Grade 4 in 1981-82. Research Report 83-03.**

London Board of Education (Ontario). Educational Research Services.

Pub Date—83

Note—8p.; For related document, see ED 220 193.  
Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Ability Identification, Academic Ability, \*Academic Aptitude, \*Academic Failure, Elementary Education, Followup Studies, Foreign Countries, Grade 1, Grade Repetition, \*Predictive Validity, \*Screening Tests, Sex Differences, Standardized Tests  
Identifiers—\*Ontario (London)

A study was conducted to document the educational status, history, and standardized test performance of London, Ontario, students in the first-grade class of 1978-79 who did not reach the fourth grade by the fall of 1981. Additionally assessed was the predictive validity of Early Identification Ratings (EID) made in 1978-79. The following variables were available for investigation:

sex, year, and month of birth; early identification ratings for language and mathematics (combined for 1978-79) and separate ratings for reading and mathematics for the school years 1979-80, 1980-81, and 1981-82; an indicator of each student's educational status in the fall of 1981 and 1982; OTIS IQ and standard scores, and CTBS standard scores for reading comprehension, mathematics computation, mathematics problem solving, and an average of these latter three scores. Among the results, about one-fifth of these academically unsuccessful students were highly rated in first grade; such students were two or three times as likely to receive low EID ratings after first grade than were all students. Students in the first-grade class of 1978-79 who did not reach fourth grade in the fall of 1981 were more likely to be boys and to have been born in the last half of the year. (RH)

**ED 239 758 PS 014 106**  
**A Threat to Excellence: The Preliminary Report of the Commission on Higher Education and the Economy of New England.**

New England Board of Higher Education, Wellesley, Mass.

Pub Date—Mar 82

Note—29p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Economic Factors, Economic Opportunities, \*Educational Improvement, Finance Reform, \*Higher Education, Perceptual Development, \*Public Education, \*School Business Relationship, \*Secondary Education

Identifiers—New England Board of Higher Education

Prepared by a special commission, this report charges that now is the time for New England higher education to focus on the critical relationship between our knowledge-based institutions and the needs of the region's economy. Section 1 highlights the commission's principal concern for the future of regional higher education institutions. Section 2 presents a basis for concern for the gradual undermining of the competitive strength of knowledge-intensive regions. Three factors are specifically discussed: (1) a fundamental weakening of the public school system, (2) a regional differential in the capacity to finance higher education, and (3) a change in the perception of economic opportunity. All three factors are supported by data provided in tabular form. Recommendations for regaining the competitive strength of the region include striving to overcome the perceived weakening in the public secondary schools, to overcome a regional differential in the capacity to finance higher education, and to improve the perception of New England as a region of opportunity. A call to action for public hearings is presented as the next step. Members of the commission and acknowledgments are also listed. (BJD)

**ED 239 759 PS 014 107**  
**How Can We Help Students Prepare for Tomorrow? Improving Student Performance in California: A Guide to Community Involvement.**

California Roundtable, San Francisco.

Pub Date—83

Note—20p.

Available from—The California Roundtable, P.O. Box 7643, San Francisco, CA 94119-7643 (single copy free; multiple copies, \$0.25 each).

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, \*Community Involvement, Directories, \*Educational Improvement, Elementary Secondary Education, \*Public Schools, \*School Business Relationship, \*School Community Relationship

Identifiers—California (San Francisco)

Based on the California Roundtable Study "Improving Student Performance in California," this brief handbook has been designed to help promote community involvement in the improvement of California public schools. Sections include the following titles: (1) "Why You or Your Organization Should Help," (2) "Getting Started: Decide Whom to Contact," (3) "Making the Initial Contact: Identify Needs and Opportunities," (4) "Making Plans: Opportunities for Action," (5) "Maintaining Momentum: Communicate Regularly," (6) "Spreading the Word: Publicize Your Efforts," and (7) "Summing Up." An appendix lists recommendations for raising educational standards, upgrading technical education, increasing community involvement and

support, and passing legislative reforms. Also included in the appendix is a resource directory listing relevant publications; business, community, and professional organizations; and other concerned groups. (BJD)

**ED 239 760 PS 014 108**

**Sinner, Marvin L.**  
**Will Raising the School Entrance Age Reduce the Risk of School Failure?**

Pub Date—Apr 83

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April 11-14, 1983).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Failure, Background, Family Environment, Foreign Countries, Grade 1, \*High Risk Students, Interviews, \*Kindergarten Children, Lower Class Students, Parents, Predictor Variables, \*Primary Education, \*School Entrance Age, \*School Readiness, \*Screening Tests Identifiers—Ontario (London)

The claim that the incidence of school failure can be greatly reduced by increasing kindergarten entrance age from 57 to 60 months was investigated in three related studies. In the first study, subjects ranging in school entrance age from 57 to 68 months were drawn from five elementary schools in an urban lower socioeconomic area. A total of 114 nonrepeating kindergarten children were administered (1) cost-effective, highly reliable screening tests at the beginning of the kindergarten year and (2) several measures of academic performance at the end of the kindergarten and first-grade years. While first-grade testing involved subsamples, end-of-year promotion decisions were obtained for all children in the sample. The second study, a replication of the first, was similarly designed but included additional children from one middle class school. Some measures of school readiness were retained, some were excluded, and other measures were used. In the third study, interviews to determine the effect of background factors influencing school achievement were conducted with parents of 40 children in the replication study who were between 57 and 59 months old at kindergarten entry. Results of all three studies suggested that raising entrance age is likely to be less productive than initiating a psychometrically based screening program supplemented by intervention geared to the needs of the failure-prone child. (RH)

**ED 239 761 PS 014 109**

**Whitebook, Marcy Ginsburg, Geri**  
**Making the "Child Safe" Environment "Adult Safe": Occupational Health and Safety Concerns for Child Care Programs.**

Pub Date—[83]

Note—15p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Child Caregivers, \*Classroom Environment, \*Day Care Centers, \*Diseases, Early Childhood Education, Furniture, \*Health Conditions, Improvement Programs, Information Sources, Medical Services, National Surveys, \*Occupational Safety and Health, Stress Variables, Work Environment

Identifiers—Chemicals, Hazardous Materials

Results of a nonrandom nationwide survey of 89 child care workers in 20 states concerning work-related health and safety conditions confirm that similar hazardous conditions exist in child care programs throughout the nation. Results also confirm that concern and anger about such conditions and their potential consequences are widespread among staff, as is the need for appropriate training and resource materials to deal with such hazards. The study uncovered a startling prevalence of hazards originally thought to be of little immediate concern, such as the on-site use of chemicals and pesticides. In addition to identifying major hazards in the work environment, respondents were also asked for data on current organizational policy affecting on-site conditions. In general, findings show evidence of working conditions that contribute to the physical and professional debilitation of child care staff and are consistent with previous study results suggesting that child care may adversely affect workers' health. Also included in this report are a brief discussion of a model for improving center conditions and a list of resources providing information on occupational health and safety topics. (RH)

**ED 239 762 PS 014 110**

**Innovations in Protective Services. Annual Report,**

September 1, 1982 through August 31, 1983.

Texas State Dept. of Human Resources, Austin.

Pub Date—30 Sep 83

Note—47p.; For Final Evaluation Report, see PS 014 111.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Child Abuse, Child Advocacy, \*Child Neglect, Coordination, Foster Care, Group Guidance, \*Health Services, \*Innovation, Investigations, \*State Programs Identifiers—Fair Hearings, Protective Services, \*Texas

The Child Abuse Prevention and Treatment Act (Public Law 93-247 as amended) provides financial assistance for, among other purposes, demonstration programs aimed at prevention and treatment of child abuse and neglect. To encourage innovative approaches to identifying, treating, and preventing child abuse at the community level, the Texas Department of Human Resources invites each of its 12 administrative regions to participate in a competitive process for receiving grants. Proposals with demonstrated or promised community support and resources receive consideration for receipt of grant funds. The brief annual reports collected in this document describe the activities of seven grant recipients; specifically provided for each are an overview of the project, statements of objectives, summaries of progress made in attaining objectives, and other related information. Projects reporting are (1) the Special Investigative Services Project, (2) the Impact of Protective Services Project, (3) the Project to Study Fair-Hearings Practices in Child Protective Services, (4) the Group Services for Child Protective Clients Project, (5) the Foster Child Advocate Services Project (a guardian ad litem program), (6) the Coordinated Approach to Investigations and Information-Sharing Project, and (7) the Waco Center for Youth Liaison Project. (RH)

**ED 239 763 PS 014 111**

**Innovations in Protective Services. Final Evaluation Report, September 1, 1982 through August 31, 1983.**

Texas State Dept. of Human Resources, Austin.

Pub Date—30 Sep 83

Note—159p.; For Annual Report, see PS 014 110.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—\*Child Abuse, Child Advocacy, \*Child Neglect, Coordination, Foster Care, Group Guidance, \*Health Services, \*Innovation, Investigations, \*State Programs Identifiers—Fair Hearings, Protective Services, \*Texas

This evaluation report describes programs funded by the Texas Department of Human Resources to develop and implement child abuse and neglect services. Yearly evaluation reports and other related information are included for each of the seven programs funded. In addition to this basic information, the evaluation of the Special Investigative Services Project additionally provides a description of project implementation. Appended to the Impact of Protective Services Project evaluation report are parenting and homemaking assessment instruments, a client assessment instrument, and sample output reports. The evaluation of the Group Services for Child Protective Clients Project includes a group services test and a group leadership rating scale. The yearly evaluation of the Coordinated Approach to Investigations and Information Sharing Project provides a list of pertinent federal statutes and regulations, statements of release-of-information policies of various agencies, summaries of selected legislation enacted by the 68th Texas Legislature, an extensive project bibliography, an outline of pilot test research design, and a statement of proposed model guidelines for investigations of child abuse/neglect perpetrated upon children in 24-hour institutional child care. Unsupplemented yearly evaluation reports are provided from the Project to Study Fair-Hearings Practices in Child Protective Services, the Foster Care Advocate Services Project, and the Waco Center for Youth Liaison Project. (RH)

**ED 239 764 PS 014 112**

**Achieving Excellence. The Indiana State Board of Education 1984 Legislative Program.**

Indiana State Dept. of Public Instruction, Indianapolis.

olis.

Pub Date—83

Note—34p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academically Gifted, Adult Education, Basic Skills, Continuing Education, Cost Estimates, \*Educational Improvement, Educational Innovation, \*Educational Planning, Educational Testing, \*Elementary Secondary Education, Incentives, Literacy, Primary Education, Program Costs, \*Public Schools, Remedial Programs, \*State Boards of Education, Summer Programs

Identifiers—Full Day Programs, \*Indiana, Literacy Tests for Teachers, Project Primitime

The Indiana State Board of Education's 1984 legislative program focuses on seven broad aspects of education. Concerning early childhood education, section 1 recommends the expansion of Project Primitime (a program reducing the size of kindergarten, first-grade, and second-grade classes) and the establishment of an incentive system encouraging school districts to offer full-day kindergarten. Section 2 focuses on program recommendations related to the acquisition of basic skills, including a testing and remediation program, an incentive program encouraging high school students to enroll and excel in science and math courses, and programs for adult education. Section 3 contains recommendations for increasing the length of the school year and summer school programs. Section 4 reports plans for the gifted and talented education program, while projects for innovative education are the topic of section 5. Section 6 offers recommendations concerning teachers; specifically discussed are a functional literacy tests for program entry and out-of-state applicants, and continuing education for teachers. Section 7 presents estimates of the fiscal impact of the 1984 legislative program and of Project Primitime. (RH)

ED 239 765

PS 014 113

Project Primitime: 1982-83 Report.

Indiana State Dept. of Public Instruction, Indianapolis. Div. of Curriculum.

Pub Date—21 Nov 83

Note—14p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, \*Basic Skills, \*Class Size, Educational Improvement, \*Elementary School Students, \*Kindergarten Children, Primary Education, Program Effectiveness

Identifiers—\*Indiana, \*Project Primitime

This report for the 1982-83 school year summarizes the results of Project Primitime, an experimental program to improve students' basic skills in reading, writing, and arithmetic by reducing class size from kindergarten through the second grade. Three major results emerged from the study: (1) Students in the project scored higher on standardized tests than did students in larger classes; (2) Discipline and behavior problems were reduced in classes with lower teacher/student ratios; and (3) Teachers reported increased productivity and effectiveness in classes with fewer students. It was concluded that small class size during the early years of a child's academic development strongly enhances the quality of the child's initial educational experiences. Appendices list the nine schools participating in Project Primitime during 1981-82 and 1982-83 and enumerate the 24 school corporations and 28 school sites participating in the program during the 1983-84 and 1984-85 school years. (RH)

ED 239 766

PS 014 115

Opinions of Michigan Citizens about Recommendations of the National Commission on Excellence in Education. A Summary. An Overview of Findings from a Statewide Public Opinion Survey of a Cross-Section of 400 Michigan Adults; Interviewed by Telephone, June 23-30, 1983.

Michigan State Board of Education, Lansing. Project Outreach.

Pub Date—Jun 83

Note—14p.; Document may not reproduce well due to colored paper.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Competency Based Teacher Education, \*Educational Improvement, Elementary Secondary Education, Financial Support, \*Graduation Requirements, Homework, Interviews, \*Public Opinion, \*Required Courses, State Surveys

Identifiers—Michigan State Board of Education, \*National Commission on Excellence in Education, \*Project Outreach

Described in this synopsis are the results of a public opinion survey concerning Michigan citizens' attitudes toward findings of the final report of the National Commission on Excellence in Education. The survey was conducted during weekday evening hours between June 23 and 30, 1983. A majority of respondents strongly favored most of the recommendations made by the Commission, especially those to strengthen high school graduation requirements and to lengthen the school week. Other results concerned citizens' attitudes toward (1) instituting more stringent high school course requirements, (2) strengthening the teaching profession, (3) ranking the seriousness of problems in education, and (5) improving financial support for education. The 41-question closed-form questionnaire used to conduct the interview is included, and the percent of response for each question is also given. (BJD)

ED 239 767

PS 014 119

The Houston Plan for Educational Excellence.

Houston Independent School District, Tex.

Pub Date—[83]

Note—22p.

Pub Type—Reports - Descriptive (141) —

Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Educational Improvement, \*Educational Planning, \*Elementary Secondary Education, \*Improvement Programs, \*Public Schools, School Community Relationship, Student Improvement, Teacher Improvement

Identifiers—\*Texas (Houston)

Described in this report is a plan to improve public education in Houston, Texas. Specifically discussed are program components relevant to students; parents, business, and the community; and educational staff. Student components of the plan focus on achievement objectives, minimum competency testing, standards, proficiencies, extended educational programs, a code of student conduct, recognition of attendance and excellence, and a magnet program to attract qualified students to a career in teaching. Components concerning parents, business, and the community include a six-level parent involvement program and a comprehensive volunteer program. Components related to staff concern pay and incentives; programs requiring employees to demonstrate proficiency in academic, content area, and/or administrative skills; a physical fitness program for employees; and the school district's establishment of a department of technology to train staff in computer technology and applications to education. (RH)

ED 239 768

PS 014 120

Mind Joggers: A Guide to Program Ideas for Business Involvement in Education.

Indianapolis Chamber of Commerce, IN.

Pub Date—Nov 79

Note—39p.; Prepared by the staff of Partners-in-Education project.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Administrative Principles, \*Career Exploration, Cooperative Programs, Elementary Secondary Education, Federal Programs, \*School Business Relationship, \*Student Development, \*Teacher Participation

This manual encourages teachers, business people, and administrators to create innovative local school/business programs by listing and describing American programs that have been proven successful. A directory describing the role of businesses in education is included. Additional comments and program descriptions are divided into three categories: administration/policy concerns, student development, and teacher development. Information on federal programs is also provided. (BJD)

ED 239 769

PS 014 122

Report by the Secretary on the Regional Forums on Excellence in Education.

Department of Education, Washington, DC. Office of the Secretary.

Pub Date—Dec 83

Note—39p.

Pub Type—Opinion Papers (120) — Speeches/

Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Role, Cooperation, \*Ed-

ucational Improvement, Elementary Secondary Education, Expectation, Government Role, Parent Participation, Profiles, Program Descriptions, \*Publicity, \*Public Schools, \*Regional Programs, Standards

Identifiers—\*Excellence in Education, National Commission on Excellence in Education

This summary describes events transpiring at 12 regional forums sponsored by the Department of Education after the publication of the National Commission on Excellence in Education's final report, "A Nation at Risk." Attended by over 10,000 participants, the regional forums established the context for a national understanding of the significance and potential of the Commission's report. After the first section's brief introductory message from Secretary of Education Terrel H. Bell, section 2 of the report provides statistical data and descriptions of the regional forums. Section 3 reports participants' perceptions of major issues such as improving the teaching profession, establishing standards and expectations, and clarifying roles and responsibilities. Section 4 reprints samples of forum news coverage, and section 5 presents the programs of all 12 regional meetings. (RH)

ED 239 770

PS 014 126

Doxey, Isabel M.

The Field Practice Component of Early Childhood Education Preservice Training Programs.

Pub Date—4 Nov 83

Note—15p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Atlanta, GA, November 3-6, 1983).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Early Childhood Education, Foreign Countries, Higher Education, Postsecondary Education, \*Program Implementation, \*Site Selection, \*Student Evaluation, \*Student Teacher Supervisors, \*Student Teaching, \*Teacher Education

Identifiers—Ontario

A critical analysis of the field practice component of early childhood teacher education is presented. As used here, the term "practice" includes on- and off-campus student teaching programs that provide preservice experiences for persons intending to work with children from birth to eight years of age and lead to a two-year diploma or a three- or four-year degree. Underlying the analysis are two major assumptions. The first is that the practice component is a valid and justifiable part of a preservice early childhood education program, regardless of its form and duration; the second is that field-based experiences serve to socialize prospective teachers into established patterns of practice and into existing arrangements. Addressed in the analysis are issues concerning (1) the timing and sequence of practice, (2) varieties of placement sites, (3) assessment and evaluation in early childhood education preservice teacher education programs, and (4) the roles of supervisors and their relationship with students and the content and process of supervision. Relevant research findings on each topic are reported and recommendations are offered. (RH)

ED 239 771

PS 014 130

The Cost of Reform: Fiscal Implications of "A Nation at Risk."

American Association of School Administrators, Washington, D.C.

Pub Date—Nov 83

Note—15p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Educational Finance, \*Educational Improvement, Elementary Secondary Education, \*Extended School Day, \*Extended School Year, \*Teacher Salaries

Identifiers—\*National Commission on Excellence in Education

A survey of 28 school districts attempted to estimate costs of adopting reforms recommended in the final report of the National Commission on Excellence in Education. Specifically examined were only those recommendations most readily quantifiable by cost. These included the suggestions that (1) salaries for the teaching profession should be increased and should be professionally competitive and market sensitive, and (2) significantly more time should be devoted to learning. The Commission's report asserted that achieving these goals will require more



effective use of the existing school day, a longer school day, or a lengthened school year; 7-hour school days and a 200- to 220-day school year were recommended for consideration by school districts and state legislatures. Findings, among others, indicated that implementing market-sensitive salaries and longer sessions could increase school districts' budgets an average of 27 percent. A wide disparity in the financial capability of school districts to implement reform was also found. It was concluded that the cost of reform is substantial but not unattainable. (RH)

ED 239 772 PS 014 131

Toner, Ignatius J. Hagan, Margaret S.

The Effects of Instructor Expectation and Performance on Child Comprehension and Performance.

Pub Date—Aug 83

Note—11p; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (7th, Munich, West Germany, July 31-August 1, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Age Differences, \*Comprehension, \*Delay of Gratification, \*Expectation, Labeling (of Persons), Males, \*Performance Factors, \*Predictor Variables, Videotape Recordings, \*Young Children

Identifiers—\*Directions

To investigate the influence of instructional behaviors and adult expectations on children's task performance, 48 boys either 5 to 6 or 8 to 9 years of age individually viewed instructional videotapes and participated in a delay of gratification task. In the first phase of the study, videotapes were produced in which instructors were told to communicate, in whatever manner desired, specified task rules to an absent target child. Target children were either labeled "patient" or assigned a task-irrelevant label concerning friendliness. In addition, instructors were told the approximate age of their target child. Instructors and a "jury" of 10 undergraduates were asked to predict target children's task performance. Finally, instructors' taped performances were assessed for variation along several dimensions. In the second phase, each child was shown one of the instructional videotapes, asked questions to assess comprehension of task rules, and administered the task. Subjects' classroom teachers were asked to predict performance. Among the findings were the following: (1) Older children instructed by adults expecting a patient viewer delayed gratification longer than did other children; (2) In general, older children understood rules more fully than did younger children; and (3) Adult expectations were more predictive of children's rule comprehension than they were of actual delay behavior. (Author/RH)

ED 239 773 PS 014 133

Frachl, Merle, Comp. Sprung, Barbara, Comp.

Beginning Equal: A Manual about Nonsexist Childrearing for Infants and Toddlers.

Pre-School Association, Inc., New York, N.Y.;

Women's Action Alliance, Inc., New York, N.Y.

Spons Agency—New York Community Trust, N.Y.

Pub Date—83

Note—238p.

Available from—Women's Action Alliance, 370

Lexington Avenue, Room 603, New York, NY

10017 (\$10.00).

Language—English; Spanish

Pub Type—Guides—General (050)

EDRS Price—MF01/PC10 Plus Postage.

Descriptors—Attitude Change, Childhood Needs,

\*Child Rearing, Infants, Preschool Education,

Resource Materials, \*Sex Bias, \*Sex Fairness,

\*Sex Role, \*Sex Stereotypes, Workshops

Identifiers—Toddlers

An outgrowth of Project Beginning Equal, this manual was compiled to help adults understand and address issues of sex-role stereotyping that affect children during the crucial first 3 years of life. Sections of the guide are devoted to (1) an overview of the issues in nonsexist childrearing, (2) the history of Project Beginning Equal, (3) advice on using the manual, (4) formats for workshops designed to promote awareness of the issues, (5) reproducible resource materials (provided in both English and Spanish), (6) evaluation tools (in English and Spanish), (7) reference materials, and (8) notes on contributors. Workshop formats, extensively explored, include a workshop series involving four sessions:

Exploring One's Sex-Role Attitude, Sex-Role Socialization—Adult Interaction with Infants and Toddlers, Identifying Conflicts and Developing Strategies for Change, Analyzing Toys for Sex and Race Stereotyping, and Follow-up—Continuing to Address Issues of Sex Roles and Young Children. Additional workshops involve a 1-day institute and an overview session. Reproducible materials include definitions and facts about sexism, observation forms, and resource information about toys and books. Reference materials include an annotated list of materials for infant child-care centers and guidelines for choosing books and toys for children. Finally, a statement on homosexuality is given, and research articles for background reading are offered. (BJD)

ED 239 774 PS 014 147

Matronia, Cheryl A.

Relationship of Direct Instruction and Practice to Development of Motor Skills.

Pub Date—Jul 82

Note—49p.; Practicum Report, Nova University.

Pub Type—Dissertations/Theses—Practicum Papers (043)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Group Activities, \*Instructional Improvement, \*Kindergarten Children, \*Motor Development, \*Movement Education, Physical Activities, \*Play, Pretests Posttests, Primary Education, \*Psychomotor Skills

Identifiers—\*Direct Instruction

Results of a practicum study comparing two kindergarten classes scoring similarly on a pretest of motor development indicated that children receiving direct instruction in motor skills for 10 weeks scored significantly higher on a posttest than did controls. The practicum was implemented because of classroom teachers' expressed concern about their students' lack of motor coordination; only 70 percent of their students had mastered the tasks identified for kindergarten children on the motor coordination section of the Santa Clara Inventory of Developmental Tasks. A review of current literature on teacher effectiveness led to the adoption of an intervention strategy providing training for classroom teachers and teacher aides in addition to the use of organized group physical education activities for children. Resources available in the school were used to design a packet of activities. Each activity was conducted for about 10 minutes each day for 5 weeks. The program was then modified and repeated. Included in the packet were various activities aimed at increasing children's ability to hop, balance on one foot, bounce a ball, skip, and walk a balance beam. Participating teachers' evaluation of the intervention was positive. (Related materials, including samples of packet activities, are appended.) (RH)

ED 239 775 PS 014 152

Ginnane, Patrick

Intergenerational Education: Young and Old Learning Together.

Pub Date—[81]

Note—27p.

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—\*Day Care, Early Childhood Education, Elementary Education, Financial Support,

\*Interpersonal Relationship, \*Nursing Homes,

\*Older Adults, Program Descriptions, Social Support Groups, \*Young Children

Identifiers—\*Intergenerational Programs

A compilation of descriptions of 8 intergenerational educational programs, this report emphasizes the positive relationship between children and older people. These programs were selected to highlight differing program components, administrative structures, and funding bases. Two programs involve children visiting nursing homes. Elders work in elementary school settings in 2 programs. Two programs have elders working with preschool children, and two other programs are preschools housed in the same building as a nursing home. Program names and locations are: (1) P. K. Yonge Lab School Adopted Grandparents Program in Gainesville, Florida, (2) Teaching-Learning Communities in Ann Arbor, Michigan, (3) The Elvira Lewis Foundation's Intergenerational Child Care Centers in Santa Cruz and South San Francisco, California, (4) Generations Day Care in Buffalo, Minnesota, (5) Senior Citizen School Volunteer Program in Pittsburgh, Pennsylvania, (6) Trinity Lutheran Preschool/Southland Lutheran Home and Geriatric Center in Norwalk, California, (7) The Intergenera-

tional Caregiving Training Programs in San Francisco, California, and (8) The Broome County Intergenerational Activities Project in Binghamton, New York. Issues that emerge as key to implementing successful programs are: respect for elders; recruitment; community support and inter-agency cooperation; program flexibility; training; and program maintenance and expansion. A list of resource people to contact for more information is included. (BJD)

ED 239 776 PS 014 153

Bayer, Darryl Lee

Self-Concept Change as a Function of Affective Experience.

Pub Date—Aug 83

Note—22p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, Elementary Education, \*Emotional Experience, Grade 7, \*Junior High School Students, Nondirective Counseling, Pretests Posttests, \*Self Concept, \*Student Attitudes

Identifiers—\*Social Interaction

Affective experiences have been shown to influence student self-concept and to influence and predict academic achievement. In the present research, two groups of seventh-grade boys and girls numbering 30 in all participated in either facilitated or directed affective experiences in which they explored personal feelings and attitudes toward school, family, peers, and life in general. An equally large control group did not participate in affective experiences. The facilitated group demonstrated significantly more positive self-concept change than did directed or control groups. (Descriptions of directed and facilitated forms of affective experience are appended.) (Author/RH)

ED 239 777 PS 014 157

Field, Tiffany

Early Interactions between Infants and Their

Postpartum Depressed Mothers.

Spons Agency—National Inst. of Mental Health

(DHEW), Rockville, Md.

Pub Date—Aug 83

Grant—NIMH-RSD-1K02MH00331-01

Note—12p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

This document will not reproduce well.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Affective Behavior, Arousal Patterns, Comparative Analysis, \*Depression (Psychology), Heart Rate, \*Infants, \*Mothers, \*Parent Child Relationship, \*Parent Influence, Physical Activity Level, Simulation, Stimulation, Videotape Recordings

Identifiers—Coding, Facial Expressions, Postpartum

The present study investigated whether infants of mothers who were depressed postpartum would behave like infants of non-depressed mothers who simulated depression. A total of 24 mothers and their 3-month-old infants were videotaped during face-to-face interactions. All mothers were given the Beck Depression Inventory (BDI) and the State-Trait Anxiety Inventory. Mothers receiving scores of 16 or above on the BDI were recruited for the depressed group; non-depressed mothers with BDI scores of 4 or less were selected from the random sample to match depressed subjects on age, parity, socioeconomic status, and education. Interactions were recorded in which mothers were instructed to behave spontaneously, to simulate depression, and to again behave naturally. Recordings for each type of behavior were 3 minutes long. Infant behaviors coded were frequency of vocalizations, positive and negative facial expressions, and duration of looking away, protesting, and looking wary. Tapes were separately coded for similar behaviors of the mother. Additionally recorded were infants' and mothers' baseline and interaction heart rates and infants' activity levels. Results suggest that the infant is able to detect the affective quality of the mother's displays and appropriately modify affective displays in response to them; depression in the mother may be transmitted to her offspring during their very early interactions. (RH)

## ED 239 778

PS 014 160

Fay, Jennifer. *And Others*.  
Curricula for the Prevention of Sexual Abuse of Children and Youth.

Pub Date—Nov 83

Note—23p.

Pub Type—Reference Materials - Directories/Catalogs (132) — Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Child Abuse, Curriculum Evaluation, \*Elementary School Curriculum, Elementary Secondary Education, \*Preschool Curriculum, Preschool Education, \*Prevention, \*Secondary School Curriculum, \*Sex Education  
Identifiers—\*Sexual Abuse, Washington

A compilation of material prepared for the prevention of sexual abuse of children and youth is presented in this resource manual. A brief introduction to the prevention of sexual assault leads into discussion of ten references useful for preschool, elementary, and secondary settings. Titles and descriptions of curricula and activities are presented for the following resources: (1) Child Sexual Abuse Prevention Project: An Educational Program for Children, (2) Feelings and Your Body: A Prevention Curriculum for Pre-Schoolers, (3) No Easy Answers: A Sexual Abuse Prevention Curriculum for Junior and Senior High Students, (4) Preventing Sexual Abuse of Children: A Curriculum for K-6 and 7-12 Grades, (5) Sexual Abuse Prevention: A Unit in Safety, (6) Sourcebook for Educators: Sexual Assault Prevention for Adolescents, (7) Special Education Curriculum on Sexual Exploitation, (8) Strategies for Free Children: A Leader's Guide to Child Assault Prevention, (9) Talking about Touching: A Personal Safety Curriculum, and (10) Talking about Touching with Pre-Schoolers: A Personal Safety Curriculum. Information concerning purchase is provided for each reference. Two organizations that loan curricula are also listed, and a brief questionnaire for evaluating curriculum on abuse of children and youth is included. (BJD)

## ED 239 779

PS 014 161

Chaklos, Linda R.  
USAFE Child Care Training Guide.  
United States Air Forces in Europe, Wiesbaden (West Germany).

Pub Date—Jan 81

Note—194p.

Available from—HQ USAFE/DPSR, Ramstein AB, Germany, APO New York 09012.

Pub Type—Guides - Classroom - Learner (051)  
EDRS Price - MF01/PC08 Plus Postage.

Descriptors—\*Child Caregivers, Childrens Games, Curriculum Guides, \*Day Care, Early Childhood Education, Educational Resources, Individual Development, Infants, \*Learning Centers (Classroom), Postsecondary Education, \*Preschool Curriculum, School Age Day Care, Study Guides, \*Teacher Responsibility, \*Teacher Role, Training  
Identifiers—Air Force

Composed of 19 chapters, this training guide for child caregivers in the United States Air Forces in Europe (USAFE) offers information about various activity centers, the caregiver role and relationships, characteristics of children, caregiver responsibilities, and games. Each chapter consists of an outline of basic information concerning each topic, a list of resources for students, and a student study guide. Eleven chapters concern various activity centers, including learning and library centers as well as centers for dramatic play, blocks, art, music, table toys, outdoor (playground) activities, science, water play, and sand play. Three chapters discuss discipline and group management techniques, schedules and transitions, and enhancing the child's self-concept, respectively. Three other chapters focus on the child caregiver role, caregivers and infants, and caregivers and school-age children. The two remaining chapters deal with games and the emotional and social growth of young children. (RH)

## ED 239 780

PS 014 162

Perry, Martha A.  
Child Mental Health in the Peoples Republic of China.

Pub Date—Aug 83

Note—5p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Children, Elementary Education,

Foreign Countries, \*Mental Health, \*Psychiatric Services, \*Socialization  
Identifiers—\*China

One person's impressions about children in China are reported along with information obtained from informal observations and discussions with psychologists involved in teacher preparation and other Chinese psychologists and psychiatrists. Observations were made wherever possible; visits were made to both an urban and a rural kindergarten, a primary and a middle school, and a child unit at a mental hospital. These experiences suggest that, in China, a strong family, community, and educational structure establishes a fairly common set of values and expectations that guide the socialization of children. Such values and expectations include nonviolence, respect for and obedience to the system, and preparation for service. The Chinese apparently aim to produce a homogenous people, oriented toward group welfare rather than toward individualism. Professionals such as psychologists do not play a major role in this process. Their role is limited to treating the few children deviating from societal expectations. Treatment is consistent with the society, relying heavily on drugs, because deviation is considered a medical problem, and on re-education or re-socialization to the aims of the society. (RH)

## RC

## ED 239 781

RC 013 283

Preston, James C. Halton, Katherine B.  
Leader's Guide to Community Action. Miscellaneous Bulletin 115.

Cornell Univ., Ithaca, N.Y. Cooperative Extension Service.; State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.; State Univ. of New York, Ithaca. Coll. of Human Ecology at Cornell Univ.

Spons Agency—Extension Service (DOA), Washington, D.C.

Pub Date—Aug 81

Note—28p.; For related document, see RC 013 284. Available from—Cornell Distribution Center, 7 Research Park, Ithaca, NY 14850 (\$2.50; quantity discounts available).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Arts Centers, Child Development Centers, \*Community Action, Community Centers, Community Cooperation, Community Development, Community Health Services, Community Involvement, \*Community Leaders, Community Resources, Health Facilities, Housing, Libraries, Methods, \*Models, Older Adults, Program Descriptions, \*Program Development, \*Program Implementation, Rural Areas, Rural Development  
Identifiers—\*New York, \*Small Towns

To help increase leader effectiveness in planning and implementing local action projects, the booklet presents discussion and examples of the nature and characteristics of planned community action leading to community development. The booklet first explains why leaders should be involved with community action and then gives abstracts of seven successful community action projects in small New York towns. The projects described include the establishment of a medical clinic, senior citizens' housing, a 3-part complex for health and day care and senior citizen housing, an arts center, and a community library, and the organization of a local festival. The booklet explains the characteristics of community action, noting three key elements: the actors, the associations, and the action process itself. The booklet then provides a comprehensive analysis of developing and operating an action project using a model in five stages: project environment and background to action, initiation of action, expansion of the action system, operation of the action system, and ending or reorganization of the action system. The booklet concludes with information about how to apply the model and with a worksheet for each of the five stages. (SB)

## ED 239 782

RC 013 284

Preston, James C. Halton, Katherine B.  
Rural Community Action: A Series of Case Studies of Action Projects in Small New York State Communities. Miscellaneous Bulletin 116.

Cornell Univ., Ithaca, N.Y. Cooperative Extension Service.; State Univ. of New York, Ithaca. Coll. of

Agriculture and Life Sciences at Cornell Univ.; State Univ. of New York, Ithaca. Coll. of Human Ecology at Cornell Univ.

Spons Agency—Extension Service (DOA), Washington, D.C.

Pub Date—Sep 81

Note—73p.; For related document, see RC 013 283. Available from—Cornell Distribution Center, 7 Research Park, Ithaca, NY 14850 (\$4.50; quantity discounts available).

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Arts Centers, Case Studies, Child Development Centers, \*Community Action, Community Centers, Community Cooperation, Community Development, Community Health Services, \*Community Involvement, \*Community Leaders, Community Resources, Financial Support, Health Facilities, Housing, Libraries, \*Methods, Needs Assessment, Networks, Non-profit Organizations, Older Adults, Publicity, \*Quality of Life, Rural Areas, Rural Development  
Identifiers—Festivals, \*New York, \*Small Towns

The report presents case studies of 7 community action projects which were undertaken by New York communities with populations under 10,000 and which show how local leaders can improve the quality of life in their communities. The report describes the background, initiation, expansion, implementation, consequences, and highlights of the projects, which included developing a maple festival; establishing a rural medical clinic; providing senior citizen housing; developing a complex to house senior citizens, a health care center, and a child development center; establishing an arts and crafts center; and providing a new library. The report notes that although the projects ranged from informal local efforts to formalized projects involving extensive outside assistance and funding, they had the following features in common: (1) the principal actors and beneficiaries were local people and the goals represented local interests, (2) the projects were public, (3) the projects were oriented towards solving local problems with extensive volunteer participation, and (4) the process was democratic. The report also analyzes each case study for elements central to success and presents patterns of the action process including establishing non-profit corporations for community action, using communication and publicity, fund-raising and funding, coordinating the community and forming networks, and leading the projects. (SB)

## ED 239 783

RC 014 112

Horner, Bill O'Neill, John F.  
Child Welfare Practice in Rural Areas and Small Communities. Research Capsule No. 14.

Washington Univ., Seattle. School of Social Work.

Pub Date—8 Sep 81

Note—4p.; A product of the Northwest Regional Child Welfare Training Center. This research capsule is abstracted from "Child Welfare Practice in Small Communities" by Bill Horner and John O'Neill.

Available from—Northwest Regional Child Welfare Training Center, University of Washington School of Social Work, 4101 15th Avenue NE, Seattle, WA 98195.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Caseworker Approach, Caseworkers, \*Child Welfare, Counseling Techniques, Influences, Literature Reviews, \*Rural Areas, \*Rural Urban Differences, \*Social Workers, Welfare Services

Identifiers—\*Case Management, \*Context Effect, Isolation (Geographic), PF Project

Within the field of child welfare a style of practice has evolved among social workers in small communities and rural areas that captures some of the essential elements of case management, prevention, and early intervention. The practice style represents an adaption to contextual factors in rural areas which include: (1) greater geographic distances to travel to clients; (2) social structures and power bases differing from urban areas; (3) scarcity of formal resources; (4) greater accessibility of local community resources; (5) a sense of powerlessness over policies made in urban centers; (6) high visibility of social workers; (7) extended role demands covering a wide range of problem-solving activity; and (8) separation from professional support systems and traditional agency supports. Practice in rural child welfare settings can promote family empowerment by utilizing parenting adults as primary decision

makers, focus on social and ecological factors, link nonprofessional helping systems to families, perform multiple roles, achieve effectiveness indirectly, understand and link with available resources, utilize team work and orchestrate multiple-helping systems, and address educational needs of professional peers and the community. (JW)

ED 239 784 RC 014 134

Bradley, Rose M.

A Special Services Approach for Small Rural School Districts.

Pub Date—Jun 83

Note—4p.

Journal Cit—Independent National Rural Project Newsletter; v4 n2 p2-3 1983

Pub Type—Collected Works - Serials (022) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Models, \*Rural Education, Rural Schools, Services, \*Special Education, \*Special Education Teachers, Student Needs

Identifiers—PF Project, \*Small School Districts

A strategy for managing an effective special services program in a small, rural school (Wilson Creek, Washington) is described. The approach is built upon the nucleus of a full time special education teacher who coordinates schoolwide services. Responsibilities of this position include assisting teaching staff in mainstreaming special education students, insuring that the requirements of each state and federal program are met, and supervising instructional aides working in the Title I and remediation programs. Also instrumental in the program are the school's two administrators, the library media specialist, classroom teachers, and aides. (LP)

ED 239 785 RC 014 350

Programming for Emotionally Disturbed Students in Rural Public Schools. Conference Proceedings (Minneapolis, Minnesota, November 4, 1981).

Program Assistance Report No. 6.

Upper Midwest Regional Resource Center, Minneapolis, MN.

Pub Date—81

Contract—300-80-0719

Note—123p.

Pub Type—Collected Works - Proceedings (021) — Dissertations/Theses - Doctoral Dissertations (041)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Autism, Behavioral Objectives, Behavior Disorders, Delivery Systems, Elementary Secondary Education, \*Emotional Disturbances, Epilepsy, Handicap Identification, Individualized Education Programs, Itinerant Teachers, \*Mainstreaming, \*Needs Assessment, Paraprofessional School Personnel, Parent Participation, \*Performance Contracts, Positive Reinforcement, Program Budgeting, Program Descriptions, Questionnaires, \*Rural Schools, School Psychologists, Self Contained Classrooms, Special Education, \*Special Education Teachers

Identifiers—Goal Attainment Scaling

Programming options for emotionally disturbed (ED)/behavior disturbed (BD) students in rural public schools include self-contained special classrooms, resource rooms, consultant teachers, management assistants, and regular teachers in the mainstream. All options are intended specifically for ED/BD students and have proven effective in school districts where they were developed. In the IDEA Program, ED classroom teachers, management aides, school psychologists, and itinerant ED teachers serve ED PreK-12 students in self-contained classrooms, whose aim is to integrate students into their home schools. An Iowa consultant teacher delivery option uses behavior design consultants to serve 94 ED/autistic/chronically disruptive K-12 children in small, rural school districts in 7 counties. A program to mainstream BD/ED problem K-5 students in their home schools uses trained Management Assistants to assess student needs and implement intervention strategies developed by an individualized education program team. The REACH program uses Goal Attainment Scaling to help mainstreamed secondary students. A final article notes special problems of rural areas and the need for development of new service models for ED students; discusses labeling, funding, legislation, centralization/decentralization, balance of direct/indirect/supplementary services, generic/categorical models, and day versus residential schools; and briefly describes seven service options for rural programs. Appendices include paraprofessional

training materials and inservice resources. (MH)

ED 239 786 RC 014 505

Arizona Commission of Indian Affairs 1983 Annual Report.

Arizona Commission of Indian Affairs, Phoenix. Pub Date—Sep 83

Note—30p.; For related document, see ED 226 876.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*American Indian Reservations, \*American Indians, Budgets, Cultural Background, Demography, Economic Development, Governance, \*Organizational Effectiveness, Profiles, \*Public Relations, Self Determination, \*State Government, \*Technical Assistance, Tribal Sovereignty, Tribes

Identifiers—Arizona, \*Arizona Commission of Indian Affairs, \*Hualapai (Tribe), State Tribal Relationship

Intended to provide insight into the proceedings, transactions, and findings of the Arizona Commission of Indian Affairs, the 1983 annual report reflects the Commission's continued efforts to improve communications and understanding, and especially to strengthen working relationships between Arizona tribes and state government. The report summarizes 24 projects completed during the year and lists 30 instances of technical assistance and liaison to tribes, Indian-oriented organizations, elected officials, and others. Included in the year's highlights are commission appointments, the Commission's renewed attempt to obtain a grant for an Economic Development Business Center, participation in the Ninth Annual Governor's Tourism and Travel Show Symposium, and several publications including a brochure ('Arizona Reservations in Brevity') and a Tribal Directory. A financial report details the allocation of \$115,217 in 1983 appropriations. A profile of the Hualapai Tribe discusses its historical background, relationship with the white man and the United States government, culture, economic development, tribal government, education, and health. The report also contains a list of the commission members, a map of Arizona Indian reservations, population and acreage figures for the Arizona reservations, and commission meeting attendance records. (SB)

ED 239 787 RC 014 508

Ross, Cathy

Tutor's Handbook—Highline Indian Tutoring Program.

Highline Public Schools, Seattle, Wash.

Spons Agency—Office of Indian Education (ED), Washington, D.C.

Pub Date—82

Note—88p.

Pub Type—Guides - Classroom - Learner (051) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*American Indian Education, American Indians, College Students, \*Cross Age Teaching, Cultural Background, Educational Games, Elementary Education, Elementary School Students, High School Students, \*Learning Activities, \*Mathematics Instruction, Needs Assessment, Newspapers, Parent Materials, \*Reading Instruction, Reading Materials, Rewards, Student Educational Objectives, Teaching Guides, \*Tutorial Programs, Tutoring, Tutors

Identifiers—Highline School District WA, \*Washington (Seattle)

The handbook for tutors in the Highline Indian Tutoring Program (Seattle, Washington) provides guidelines for high school and college student tutors, to help them develop a personal, helping relationship with, and provide academic assistance in math and reading to, Native American elementary students. The introduction gives general guidelines for tutoring and makes suggestions about how to build on students' cultural heritage. The program makes use of student tutors who receive special training. Subsequent sections outline tutor responsibilities, the student-tutor relationship, progress charts and reward systems (with sample awards and charts), and 60 ways to praise. Forms include a sample lesson plan and lesson plan checklist, an instructional needs survey (to be completed during the initial tutor-teacher conference), an end-of-quarter report form, a sample time sheet, a letter to parents, and a parent bulletin. Move-ahead games for tutoring are discussed. A section on reading covers reading, sight vocabulary, and word analysis skills; comprehension, the Systematic Approach to Read-

ing Improvement (SARI) system; reading rules of thumb; comprehension questions; and reading activities and games. The math section discusses computation skills; math questioning strategies; student learning objectives; and math activities, games, and ideas. (MH)

ED 239 788 RC 014 518

Anderson, Jane, Ed. And Others

A Choctaw Anthology.

Mississippi Band of Choctaw Indians, Philadelphia. Spons Agency—Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.

Pub Date—83

Grant—G008207449

Note—70p.; Pages 36-39 contain small print.

Available from—Choctaw Heritage Press, Rt 7, Box 21, Philadelphia, MS 39350 (\$1.00 plus \$.75 postage and handling).

Pub Type—Reports - Descriptive (141) — Collected Works - General (020)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*American Indian Culture, American Indian Education, \*American Indian History, American Indians, Economic Development, Federal Indian Relationship, Games, Industry, \*Leaders, Legends, \*Marriage, Oral History, Organization, Secondary Education, \*Self Determination, Treaties

Identifiers—\*Mississippi Band of the Choctaw (Tribe), Traditionalism, \*Treaty of Dancing Rabbit Creek

The collection of six papers provides information on the history and culture of the Mississippi Band of Choctaw Indians that has not been readily available before. The papers, written by college-bound Choctaw high school students, concern three legends of Nanih Waiya, the Mother Mound of Choctaws in Mississippi; the traditional Choctaw courtship and wedding ceremony; Apushmataha, Choctaw chief of the early nineteenth century; the negotiations for the 1830 Treaty of Dancing Rabbit Creek; the equipment and rules for Choctaw stickball; and an overview of Choctaw self-determination. Each paper is illustrated with black and white photographs. (SB)

ED 239 789 RC 014 525

Haughey, Margaret Murphy, Peter

Preparing Student Teachers for Professional Appointments in Rural Schools.

Pub Date—Sep 83

Note—16p.; Paper presented at a working session of the Associated Teacher Education of Europe (Denmark, September, 1983).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Attitudes, Community Characteristics, Elementary Education, Faculty Mobility, \*Field Experience Programs, Foreign Countries, Multigraded Classes, One Teacher Schools, Practicums, \*Preservice Teacher Education, Professional Training, Program Descriptions, Regional Characteristics, \*Rural Areas, School Community Relationship, Small Schools, \*Student Teachers, Teacher Characteristics, \*Teacher Education, Work Environment

Identifiers—Australia, \*British Columbia, New Zealand, \*University of Victoria BC

Based on research and discussions with rural educators in Australia and New Zealand, a new rural teacher preparation program at the University of Victoria (British Columbia) is intended to sensitize students to the professional life of teachers in small rural communities and to acquaint them with the demands of teaching multi-graded classes. The program responds to the current shortage of urban teaching vacancies in British Columbia, the expectation that most education students will have difficulty securing non-rural positions in the province for at least 5 years, demands for greater accountability, and rural parents' expectations of education which require that students be well prepared for their first appointments. In the new program, students must complete their third and fourth years of training at the David Thompson University Centre in rural Nelson, British Columbia. Third-year students participate in a 4-month rural field experience and fourth-year students have two 6-week rural practicums. Both groups are expected to teach at primary and intermediate levels, to log their experiences, and to become immersed in the dynamics of teaching and residing in a small community. Stu-



dents completing the fourth year are eligible for the British Columbia Teaching Certificate. (SB)

ED 239 790 RC 014 537

*Martinson, Shirley*  
Eastern Oklahoma Johnson-O'Malley Indian Education Handbook

Oklahoma State Dept. of Education, Oklahoma City.

Pub Date—82

Note—50p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Administrator Role, \*American Indian Education, Educational Administration, Educational Finance, Educational History, Elementary Secondary Education, Employee Responsibility, Federal Indian Relationship, Government School Relationship, \*Program Administration, Program Guides, Program Proposals, \*Staff Role

Identifiers—Indian Education Committees, \*Johnson O'Malley Act, \*Oklahoma (East)

Intended as a guide and reference for persons involved in local administration of the Johnson-O'Malley (JOM) Indian Education program, the handbook contains basic information about the program and the roles and responsibilities of school administrators, JOM personnel, and local and state Indian Education Committees (IECs). Beginning with a history of JOM in Oklahoma, the handbook lists the Eastern Oklahoma schools in the JOM program; the Indian Education Area Coordinators, their responsibilities, and the schools they serve; and the central office staff. It includes a JOM timetable for IECs and school administrators, and information on eligibility and the application process. The handbook also explains the responsibilities of the local and state IECs, lists the state committee for Eastern Oklahoma with the schools served, and provides rules for electing local IEC members. It explains Educational Support Funds and gives guidelines for their use. Finally, the handbook lists the responsibilities of administrators of schools participating in the JOM program and gives guidelines for selecting personnel employed with the assistance of JOM funds. The appendix explains and gives samples of JOM forms, explains how to establish local IEC by-laws and conduct meetings, and discusses needs assessments. (SB)

ED 239 791 RC 014 538

*Stich, Thomas F. Sussman, Lewis R.*

Outward Bound—An Adjunctive Psychiatric Therapy: Preliminary Research Findings.

Pub Date—Oct 81

Note—7p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adventure Education, Depression (Psychology), Experiential Learning, Outdoor Education, \*Patients, \*Psychiatric Hospitals, Psychiatric Services, Research Methodology, \*Self Esteem

Identifiers—Adjunctive Psychiatric Therapy, \*Contentment, Dartmouth Medical School NH, \*Outward Bound, Rock Climbing, Rope Courses, Stress (Biological)

According to a small study, Outward Bound can enhance the treatment of hospitalized psychiatric patients. Researchers measured the effect of a therapeutic Outward Bound program of prescribed physical and social tasks on the contentment and self-esteem of seven patients undergoing short-term treatment at the Veterans Administration Hospital in White River Junction, Vermont. After selection by the medical staff, the seven male patients, all between the ages of 25 and 50, participated in three weekly, 4-hour Outward Bound sessions that included a ropes course, rock climbs, and a rappel. Pre- and post-test results indicated a statistically significant effect of Outward Bound on contentment and a positive but statistically insignificant effect on self-esteem. Results of a comparison to a control group were insignificant. Effects of the Outward Bound program did not dissipate during treatment and the Outward Bound patients had a shorter mean stay in the hospital. A questionnaire and self-rating scale completed by 45% of the test group after four months confirmed the findings at the time of hospitalization. Further research is suggested. (SB)

ED 239 792 RC 014 542

*Scollon, Suzanne*

The Teacher-Student Role in Instructional Tele-

communications.

Pub Date—Dec 81

Note—8p.; Paper presented at the Annual Meetings of the American Anthropological Association (Los Angeles, CA, December, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Alaska Natives, American Indian Education, Classroom Communication, Classroom Environment, Classroom Techniques, Communications Satellites, Computer Assisted Instruction, \*Distance Education, Educational Technology, Feedback, Higher Education, \*Rural Education, Student Behavior, Student Role, \*Student Teacher Relationship, Teacher Behavior, \*Teacher Role, \*Teleconferencing

Identifiers—Electronic Mail, \*University of Alaska Fairbanks

Teacher-student classroom relationships and behaviors at the University of Alaska's Fairbanks campus are compared with instruction by audioconference and computer conference, with attention to instruction of Native Alaskan students. Classroom behaviors of Natives and non-Natives are contrasted, particularly with regard to participation and signs of paying attention. Instructors' and students' difficulties with audioconferencing are noted: elimination of all but audio cues, need to shut out environmental stimuli, problems in obtaining feedback, and lack of the human, personal touch. Problems with computer conferencing, such as lack of institutional mechanisms for delivering courses in that medium and the large volume of discussion and comments input by instructors and students, are also described. Advantages of the use of instructional telecommunications are briefly discussed, including the fact that the large number of participants can encourage a loose structure in which students can respond to and learn from each other more than would be possible in a lecture hall, and instructors can monitor what occurs without attempting to control it. The paper notes that this mode of teaching requires a radical reconstruction of the teacher-student relationship, in which the teacher is viewed not just as the source of knowledge, but as a facilitator in the exchange of ideas and information. (MH)

ED 239 793 RC 014 543

Bilingual Education Fact Sheets.

National Foundation for the Improvement of Education, Washington, D.C.

Pub Date—82

Note—34p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Bilingual Education, \*Bilingual Teachers, \*Educational Finance, \*Educational Research, Educational Strategies, Elementary Secondary Education, Eligibility, \*English (Second Language), Federal Aid, Government Role, Hispanic Americans, Immersion Programs, Language of Instruction, Limited English Speaking, Migrant Education, \*Multicultural Education, Native Speakers, Program Effectiveness, Second Language Learning, Teacher Education

Identifiers—\*Elementary Secondary Education Act Title VII, Native Language, Separatism

The 1982 volume of the Bilingual Education Fact Sheet contains a series of 14 articles addressing popular concerns about bilingual education. The 2- or 3-page articles focus on characteristics of bilingual education teachers, facts about Title VII of the Elementary Secondary Education Act of 1965, facts about eligibility for Title VII programs, the use of Title VII funds, teaching English in bilingual education programs, sources of funding for bilingual education programs, federal involvement in bilingual education, the need for bilingual education, the relationship between bicultural education and bilingual education, the importance of bilingual education to Hispanics, the question of separatism in bilingual education, research on the effectiveness of bilingual education, enhancing student transition to English by using the home language in school, and the difficulties of English-language immersion programs. Material for seven of the articles is taken from "Beyond the Myth: Title VII and Bilingual Education in the United States," a publication of the National Council de la Raza. (SB)

ED 239 794 RC 014 546

*Ediger, Marlow*

Visiting An "Egg Factory" on the Farm: A Resource Unit.

Pub Date—[84]

Note—19p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Agricultural Production, \*Agricultural Trends, \*Automation, Behavioral Objectives, Class Activities, \*Classroom Techniques, Discussion (Teaching Technique), Economics, Elementary Education, Experiential Learning, Farmers, Farm Visits, Field Trips, Learning Activities, \*Outdoor Activities, \*Social Change, Social Studies, Test Items, \*Units of Study

Identifiers—\*Egg Production, Poultry Farms

The resource unit indicates how elementary school teachers can use contemporary poultry farming to teach the concepts of change and specialization in American society and to show the effects of automation of American farms. The unit lists general objectives for students: to develop an understanding of farm specialization, especially in egg production, and of egg production in general; to develop academic skills in research, written proficiency, group discussion, creative thinking, reading comprehension, and other areas; and to develop attitudes and appreciations for the contribution of poultry farmers and the use of machines for greater efficiency. The unit includes nine possible questions and problems for students. It suggests approaches for initiating the unit (field trip to poultry farm, pictures in class, discussion), learning activities for developing the unit (student research and projects; class visits by experts such as farmers, veterinarians, and county farm agents; audio visual aids), approaches for ending the unit (summaries, development of a model of a poultry farm, films, field trip to an egg grading and packing center), and techniques for evaluating the unit (test items, teacher self-evaluation questions). (SB)

ED 239 795 RC 014 547

*McConnochie, K. R. Russell, A.*

Early Childhood Services for Aboriginal Children.

Australian Dept. of Education, Canberra.

Report No.—ISBN 0-644-02159-4

Pub Date—82

Note—288p.

Available from—Australian Government Publishing Service (AGPS), GPO Box 84, Canberra, ACT 2601 Australia (\$12.25).

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Acculturation, Children, Compensatory Education, \*Day Care, \*Early Childhood Education, \*Educational Research, Foreign Countries, Government School Relationship, Kindergarten, \*Preschool Education, Program Descriptions, Public Schools, State Programs

Identifiers—\*Aboriginal People, \*Australia

The report is the result of a 1981 research project commissioned by Australia's Commonwealth Department of Education to investigate early childhood education for Aborigines. The study encompassed the care and education of Aboriginal children from age 0 to age 5 in government and non-government school systems. The report is divided into three major sections. The first presents an examination of the history of early childhood education and Aboriginal early childhood services in Australia, places the current education situation in the historical context, and shows how historical influences still have an important impact on the present situation. The second section contains a state-by-state description of the early childhood services presently available for Aborigines. For each state, the report fully describes the administrative structures, enrollments, operating services, aims and philosophies, funding, nature of services, Aboriginal participation and staffing, issues, and future research directions of early childhood education, and summarizes the information in a table. The second section also describes training programs for Aborigines in early childhood education. The final section contains a summary of the main findings and issues identified in section II, discusses relevant literature and research, and proposes areas for future research. (SB)

ED 239 796 RC 014 551

*Searfoss, Lyndon W. And Others*

Arizona Migrant Child Education Program, 1982-1983. Annual Review and Evaluation.

Arizona State Univ., Tempe.

Spons Agency—Arizona State Dept. of Public Instruction, Phoenix. Div. of Migrant Child Educa-

tion.

Pub Date—83

Note—52p.; For related documents, see ED 167 327, and ED 145 057-058.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Agency Cooperation, Consultation Programs, Elementary Secondary Education, Health Programs, Information Dissemination, Interstate Programs, Lunch Programs, Material Development, \*Mexican American Education, \*Migrant Education, \*Migrant Programs, Parent Participation, \*Program Effectiveness, Program Evaluation, Recordkeeping, Scores, Staff Development, \*State Programs, Student Educational Objectives, Summer Programs, Tables (Data)

Identifiers—\*Arizona, California Achievement Tests, Interstate Migrant Teacher Exchange, Migrant Student Record Transfer System, Secondary Credit Exchange

The annual review and evaluation of the Arizona Migrant Child Education Program (1982-83) includes an overview of Arizona's migrant student population; program needs, objectives, and scope; evaluation of migrant student progress; responses to earlier recommendations; and recommendations for the coming year. During the year, the Program served 13,398 students in 41 regular school term programs and 22 summer programs in 5 counties. Students, 85%-90% of whom were Mexican American, were in three categories: interstate, intrastate, and 5-year migrants. Regular school term programs employed 353 teachers and aides and 213 support persons; summer programs employed 227 teachers and aides and 170 support persons. Cooperation was provided by other agencies and organizations. The program's five principal objectives, all achieved, were to provide a nutritionally sound diet for migrant students, identify and meet health needs of migrant students, provide staff development training for instructional and support personnel, maintain parental involvement programs at all levels, and maintain and support a record-keeping system on nutrition, health, and education services provided. The Arizona Migrant Child Education Laboratory helped with instructional materials development and staff development programs for instructional and support staff. Scores on California Achievement Test batteries in reading, language, and mathematics indicated substantial gains in grades 1-8 and decreases in grades 9-12. (MH)

ED 239 797

RC 014 552

Wheelock, Warren H., Ed.

Migrant Child Education. Learning Activities Direct Instruction K-8.

Arizona State Univ., Tempe.

Spons Agency—Arizona State Dept. of Public Instruction, Phoenix. Div. of Migrant Child Education.

Pub Date—Dec 83

Note—301p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Advertising, Behavioral Objectives, Career Awareness, Educational Games, Elementary Education, Environmental Education, Evaluation Methods, Foreign Countries, Language Enrichment, \*Learning Activities, \*Learning Centers (Classroom), Migrant Children, \*Migrant Education, \*Resource Units, Space Sciences, Special Education, \*Teacher Developed Materials, Vocabulary Development, Wildlife

Identifiers—Deserts

The two major parts of a publication resulting from the 14th annual Arizona Migrant Child Teacher and Aide Institute discuss learning centers and resource units and provide four K-3 resource units, and three resource units for grades 4-8. Institute participants from 1983 and earlier years are listed. The discussion of learning centers as designated classroom areas where children may do specific activities related to some new concept or skill reinforcement covers development and evaluation of learning centers and suggests activities for learning centers in language, math, science/health, art, music, and audio-media. Instructional resource units are defined and the organization of the resource units that follow is described. Each unit contains goals, objectives, motivation activities, topics for committee/group work, evaluation measures, and concluding activities. Primary level units include using space as a theme for teaching basic skills (K-1), learning about careers (K-3), playing games from around the world (K-3), and a desert unit for special education students. Intermediate level units

discuss the solar system, and understanding classified ads and "crunchy-coated" commercials. Units include numerous drawings and patterns, spelling and vocabulary development activities, math and art activities, games and puzzles, and bibliographies of books, audiovisual materials, and sources of supplementary information. (MH)

ED 239 798

RC 014 553

National Advisory Council On Rural Development (1st, Washington, District of Columbia, April 14-15, 1982). Executive Summary of Proceedings.

Rural Development Service (DOA), Washington, D.C.

Pub Date—Apr 82

Note—23p.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Change Strategies, Community Development, Federal Aid, \*Federal Government, Federal Indian Relationship, Federal Programs, Federal Regulation, \*Government Role, Human Services, \*Improvement Programs, \*Population Trends, Private Financial Support, Problems, \*Rural Development, Rural Economics, Rural Education, Rural Population, Rural to Urban Migration, Soil Conservation, Urban to Rural Migration, Volunteers

Identifiers—Department of Agriculture, Future Farmers of America, \*National Advisory Council on Rural Development, New Federalism

The executive summary of the first meeting of the National Advisory Council on Rural Development gives highlights of remarks and presentations by 16 speakers and discussions by subgroups on supporting state and local government (management and rural development roles), on new ways for rural development, and on financing rural development. Purposes of the Council are outlined in remarks by Department of Agriculture (USDA) officials. History and current status of the Forest Service and Soil Conservation Service are noted. Rural development leadership and coordination responsibilities of the Secretary of Agriculture, and structures used to carry them out, are summarized. The population turnaround in rural America in the 1970's, objectives underlying rural development legislation and programs (including development of education systems), and persistent national and regional rural problems are outlined in a presentation by Calvin Beale of the USDA Economic Research Service. Highlights of additional remarks cover the "new federalism"; agricultural marketing, exports, and regulations; the President's Cabinet Council system and Task Force on Private Sector Initiatives; R.J. Reynolds Industries' interest in voluntarism and Future Farmers of America; and community development involvement by the Departments of Housing and Urban Development and Health and Human Services. (MH)

ED 239 799

RC 014 554

Whitener, Leslie A.

Hired Farm Labor Data from the Decennial Census: Limitations and Considerations.

Pub Date—Aug 83

Note—25p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Lexington, KY, August 17-20, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, \*Census Figures, \*Comparative Analysis, Educational Background, Employment Level, \*Error Patterns, Family Income, Family Size, \*Farm Labor, Low Income, Multivariate Analysis, Occupational Surveys, \*Participant Characteristics, Place of Residence, Research Problems, Rural Population, \*Seasonal Laborers, Socioeconomic Status, Statistical Data, Statistical Significance

Identifiers—\*Hired Farm Working Force Survey

One limitation of hired farm labor data from the Decennial Census is undercounting: the seasonal nature of farm work means that many farm laborers are not employed in March, when the Census is taken. The 1981 Hired Farm Working Force Survey provided data to evaluate the usefulness of Census data for farm labor research. Data were grouped into farmworkers employed during March (representing the hired farmworker population measured by the Census) and farmworkers employed at other times of year and therefore excluded from Census farm labor categories. Step-wise discriminant analysis was used to determine whether the groups dif-

fered significantly by demographic, employment, educational, and economic characteristics. Of 20 variables used, 15 were statistically significant discriminators between the groups, with farm earnings and hired farmwork as the major activity during the year being the two most significant. March farmworkers were generally those committed to and economically dependent on hired farmwork for most of the year. However, almost one-third cited nonfarm work or not in the labor force as their primary activity during the year; they would not identify with farmwork as an occupation. About 9% of the other month workers cited hired farmwork as their major activity, yet would not be included in Census data as farmworkers. (MH)

ED 239 800

RC 014 558

Cousins, Jack

Rural School Communities in Colorado.

Pub Date—Dec 83

Note—20p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classification, \*Community Attitudes, Community Involvement, Consolidated Schools, Definitions, \*Elementary Schools, Elementary Secondary Education, High Schools, One Teacher Schools, Parent Attitudes, Parent School Relationship, Rural Areas, Rural Population, \*Rural Schools, School Closing, \*School Community Relationship, School District Reorganization, \*School Role, School Size, \*Small Schools, Student Transportation

Identifiers—\*Colorado

Visits to nine of the smallest rural elementary schools in Colorado were conducted to gain insights into types of communities served by the schools. No one definition of "rural" covered all nine communities, so they were classified into six types: predominantly agricultural, rural industrial, stable recreational, ranching/railroad, rural commuter, and loosely structured/isolated. The Arriba (22 students), Gleneyre (10), and Shamrock (3) schools were in differing agricultural communities. Powderwash was an example of a rural industrial community (a gas company town), with 16 pupils in its school. Poudre School had 15 students, most from families connected with nearby resorts. A railroad/ranching community school, McCoy Elementary (20 students) provided the last opportunity, as in Powderwash, for the community to participate in and control the socialization of its children, as high school students were bused elsewhere. Gold Hill (25 students) and Cherry Valley (26) schools were rural in location, but attached to larger, non-rural districts. Brown's Park School with 13 students, mainly from sheep ranches and copper mining families, was the major factor drawing the community together. All nine schools provided the most important social institution around which the communities were organized; eight no longer had the authority to determine whether their schools would continue to operate; all communities considered teachers important. (MH)

ED 239 801

RC 014 559

Hamar, Rosalind Hunter, Andrea

Choices for Migrant Youth. Ideas for Action in Education and Work.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.

Pub Date—Sep 83

Note—12p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, \*Career Development, Career Exploration, Career Planning, Cooperation, Credits, Daily Living Skills, Drop Out Prevention, Experiential Learning, \*High School Students, Individualized Education Programs, Interstate Programs, \*Migrant Education, Migrant Youth, Models, Nontraditional Education, Profiles, \*School Business Relationship, School Counselors, Secondary Education, Secondary School Teachers, \*Vocational Education, \*Work Experience Programs

Identifiers—Community Based Education, \*Experience Based Career Education

The Experience Based Career Education (EBCE) program of career and vocational development is designed to help high school-age migrant students stay in school, plan appropriate classes, and make realistic educational and employment choices. De-

veloped by the Northwest Regional Educational Laboratory, EBCE is a highly individualized, fully credentialed educational experience which combines basic skills and educational requirements with career development and community based work-experience programs. EBCE increases students' growth in academic achievement, social development, career knowledge, independence, and employability by providing the opportunity for them to try out adult work in a variety of settings and to complete structured and documented work experiences. EBCE can be a partial or complete curriculum and can involve the strategies of career exploration, career seminars, individualized learning projects, life survival skills, career journals, and learning levels. Prior to implementing EBCE, districts should resolve the issues of flexible academic credit, coordination with paid work-experience programs, district-wide involvement, collaborative planning, migrant parent involvement, recruitment of local businesses, transportation, insurance, and collaboration with other national migrant programs such as the Migrant Student Record Transfer System. Profiles of EBCE students and an EBCE program in Woodburn, Oregon and a list of resources and references are included. (SB)

ED 239 802

RC 014 562

Yerkes, Rita

**A Playground that Extends the Classroom.**

Pub Date—82

Note—8p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior Change, Classroom Techniques, Creative Development, Curriculum Development, \*Educational Environment, Experiential Learning, \*Outdoor Education, \*Perceptual Motor Coordination, Play, Playground Activities, \*Playgrounds, \*Preschool Children, Preschool Education, School Readiness, Sex Differences, Skill Development

Identifiers—Adventure Playgrounds

To determine whether the creative-adventure playground model functions as an effective extension of the classroom, researchers at Northern Illinois University's Early Childhood Education Research Laboratory studied the effects of playground participation on the development of visual-motor integration in 32 preschool boys and girls aged 3 to 4.5. The children were randomly assigned to control or experimental groups within four preschool classes at the Laboratory. Experimental groups participated in at least 30 minutes of playground experiences twice a week while control groups participated in indoor free play. Results of pre- and post-tests indicated that playground participation clearly helped children improve their visual-motor integration skills. Both boys and girls in the experimental group showed a significant gain in test scores. In the control group, boys showed some gains but girls showed none. The experimental group also became assertive and imaginative, and redesigned the playground environment. Results showed that teachers can use creative-adventure playgrounds to reinforce fundamental learning tasks, because the playgrounds capitalize on children's natural learning, exploratory behavior. The results had implications for preschool programs and indicated that playground participation should be included in curriculum planning. (SB)

ED 239 803

RC 014 564

Valverde, Leonard A.

**Office for Advanced Research in Hispanic Education: Project Activities and Accomplishments 1979-1983. Final Report.**

Texas Univ., Austin. Coll. of Education.

Spons Agency—National Inst. of Education (ED), Washington, DC

Pub Date—Aug 83

Note—23p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Administrators, Aspiration, Bilingual Education, Early Childhood Education, \*Educational Research, Elementary Secondary Education, Enrollment Influences, Financial Support, Health Needs, Higher Education, \*Hispanic Americans, Leadership, \*Mexican American Education, Migrant Education, Multicultural Education, Oral Language, Program Descriptions, Public Schools, Rural Youth, School District Reorganization, Student Attrition

Identifiers—Chicanos, \*Office for Advanced Research

search in Hispanic Education, Texas, Undocumented Students

The Office for Advanced Research in Hispanic Education, funded from 1979 to 1983, was established to support research and to disseminate findings that focused on policy formation or policy implications for Hispanic education at all levels. During its 3 years of funding, the Office supported 16 research proposals in Texas, New Mexico, California, Arizona, and Virginia. The Office also supported two round table seminars (on bilingual education and Title VII programs) and an invitational symposium on Hispanics in higher education. The report includes a description of 15 of the funded projects, giving the title, the investigators and their affiliations, and an abstract of the project. The projects included studies of immigrant and Hispanic children in public schools, Hispanic administrators, Chicano students in higher education, college attrition, Chicano student retention and achievement, bilingual education, early childhood bilingual education, interdependent/cooperative bilingual education, school district structure and innovation, Mexican American student achievement, health and mental health needs of rural south Texas children, Hispanic females' aspirations, bilingual teacher and student language behaviors, and the impact of mandated enrollment of undocumented students. The report also includes summary information about the round table seminars and the symposium. (SB)

ED 239 804

RC 014 565

Greenbaum, Paul

**Nonverbal Communications Between American Indian Children and Their Teachers. Final Report.**

Native American Research Associates, Lawrence, KS.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—83

Grant—NIE-G-81-0117

Note—33p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—American Indian Culture, American Indian Education, \*American Indians, \*Anglo Americans, Classroom Environment, \*Classroom Research, Comparative Analysis, Cultural Differences, Elementary Education, Grade 5, Grade 6, \*Nonverbal Communication, Public Schools, \*Student Behavior, Student Teacher Relationship, \*Teacher Behavior, Verbal Communication

Identifiers—Kansas (Lawrence), \*Mississippi Choctaw (Tribe)

To examine the hypotheses that differences exist between Indians and non-Indians in the nonverbal regulation of conversation and that these differences cause functional difficulties in classroom interaction, the study quantitatively examined differences in the nonverbal repertoires of students and teachers in an American Indian school system and a predominantly middle class Anglo school system. Researchers videotaped 11 fifth and sixth grade class sessions in which Anglo teachers in Mississippi Choctaw Indian schools and Lawrence, Kansas, schools used a switchboard participation structure. Researchers recorded data with 2 cameras, one providing a wide field of view of the teacher and the class and the other recording the listener gaze of 18 students (8 Choctaw, 3 non-Choctaw Indians, and 7 non-Indians). The video tapes provided data on student utterances, turn switching pauses, listener gaze, butting-in interruptions, individual versus "choral" speaking, and teacher utterances and switching pauses. All utterances and switching pauses were precisely timed, and transcribed results supported the hypotheses, showing the Choctaw students spoke individually less often, used shorter utterances, interrupted the teacher more often, and gazed more at peers while the teacher was talking than their Anglo counterparts. Choctaw school teachers had longer switching pauses, asked more questions, and used shorter utterances to ask questions of individual students. (SB)

ED 239 805

RC 014 566

Farmer, Stephen S. And Others

**Bilingual Supervision: Does It Make a Difference?**

Pub Date—20 Nov 83

Note—31p.; Paper presented at the Annual American Speech-Language-Hearing Association Convention (Cincinnati, OH, November 20, 1983).

Pub Type—Reports - Research (143)—Speeches/-

Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Audiology, \*Bilingualism, Bilingual Students, Communicative Competence (Languages), Higher Education, \*Monolingualism, Oral Language, Preschool Children, Questionnaires, Spanish Speaking, Speech and Hearing Clinics, Speech Pathology, \*Speech Therapy, \*Student Evaluation, Supervisor Qualifications, \*Supervisory Methods, Supervisory Training, \*Therapists

Identifiers—Clinical Supervision, English Speaking

The study attempted to determine whether monolingual English-speaking supervisors and bilingual-bicultural supervisors would provide markedly different supervision management to bilingual (English-Spanish) student clinicians in audiology/speech pathology. After viewing each of 10 videotapes of Spanish language therapy sessions for 2 preschool bilingual females, 2 bilingual and 2 monolingual supervision judges rated the clients' and the clinicians' cognitive, linguistic, and social components of communication and suggested the next step in the supervision of the clinician. The result of a chi square analysis showed no statistically significant differences in the way bilingual and monolingual clinical supervisors judged the clinicians' or the clients' behavior, in the types of supervisory decisions they made, or in individual supervisor judgments. The predominant supervisory strategy of conferring with the clinician confirmed conferences as critical to the supervisory process. Because of the small sample size, results should be viewed with caution. Further studies are suggested to determine whether bilingual/bicultural sensitivity training and critical skill training can make a difference in supervision and to examine the emphasis to be placed on the linguistic components of communication, the amount of oral language used in therapy, and the effect of tasks on supervisors' judgments. (SB)

ED 239 806

RC 014 567

Parlato, Ronald And Others

**Fotonovelas and Comic Books—The Use of Popular Graphic Media in Development.**

Spons Agency—Agency for International Development (IDCA), Washington, D.C. Bureau for Development Support.

Pub Date—Jan 80

Contract—AID/CM/Ta-C-147-594

Note—264p.; Circulated in November 1977 under the title "The Use of Popular Graphic Media in Development Support Communications Programs: A Survey of Fotonovelas and Comic Books."

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Adult Education, Agriculture, \*Comics (Publications), \*Developing Nations, \*Developmental Programs, \*Educational Media, \*Family Planning, Foreign Countries, Health Programs, Illiteracy, \*Instructional Materials, Layout (Publications), Marketing, Mass Media Effects, Media Research, Media Selection, Nutrition Instruction, Rural Development

Identifiers—\*Fotonovelas

Intended as a working document for communications professionals and as reference material for planning administrators, the study compared comic books and fotonovelas, and analyzed their use in health and nutrition, family planning, agriculture, and literacy programs in developing nations. Most of the somewhat limited efforts to use comics and fotonovelas dealt with family planning. Generally, the efforts were not entirely successful and the quality of productions was irregular, because producers misunderstood the media forms and did not appreciate their traditional conventions and generic structures. According to the study, fotonovelas, with their visual and highly emotive quality, were more effective in reaching illiterate, semi-literate, and large audiences; had more potential for multimedia campaigns and participatory education; and were better suited for certain distinct educational messages, especially family planning. In contrast, comic books, with their less emotive themes and more abstract presentation, were more flexible, could reach more diverse audiences, and were ideal for children and adolescents. However, comics were more expensive to produce and presented more production problems than fotonovelas. Both faced distribution problems resulting from limited institutional channels and limited commercial marketing systems in less developed countries. The study contains a re-



view of successful and unsuccessful examples of both media forms. (SB)

**ED 239 807** RC 014 569

*Noggle, Nelson L. And Others*

**The Evaluation of California's Migrant Education**

**Program. Summary of the Study.**

RMC Research Corp., Mountain View, Calif.  
Spons Agency—California State Dept. of Education, Sacramento. Office of Program Evaluation and Research.

Report No.—AMC-UR-470

Pub Date—8 May 81

Note—64p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

**Descriptors**—Academic Achievement, \*Advocacy, Basic Skills, Community Involvement, \*Educational Policy, Elementary Secondary Education, Formative Evaluation, Government Role, Leadership, \*Migrant Education, Parent Participation, Program Administration, \*Program Effectiveness, \*Program Improvement, State Action, \*State Programs, Summative Evaluation, Supplementary Education

**Identifiers**—\*California

A 2-phase study provided summative information on the status of the statewide implementation of California's federally funded migrant program and also provided confidential formative information to program participants at district, regional, and state levels. Guided by an advisory panel, phase I was conducted in 1980-1981 and covered all grade levels of the migrant program as well as parent and community involvement. It focused primarily on implementation at the district level and policy at all levels. Formative information was gathered through participant interviews, document reviews, and site visits to 13 districts chosen for a unique combination of characteristics. Summative information included state data on enrollment, policy, and student achievement, and questionnaire responses from district level personnel, parents, and students. The study revealed a dedicated staff at all levels but an ineffective partnership of migrant and non-migrant personnel and a confusion over program ownership in many districts. The study also revealed the need for the program, especially its advocacy aspects, and the need for leadership at the state level. Respondents indicated that the program has many successes which go unheard while also agreeing that the program should be improved. Conclusions and recommendations in 15 areas are included. (SB)

**ED 239 808** RC 014 570

*LaDuc, Robin A.*

**The Assessment of Post-Traumatic Stress Disorder among Minority Vietnam Veterans.**

Pub Date—Nov 83

Note—21p.; Paper presented at the Minority Assessment Conference (Tucson, AZ, November, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

**Descriptors**—Academic Achievement, Alienation, American Indians, Asian Americans, Blacks, Clinical Diagnosis, Cultural Influences, Depression (Psychology), \*Emotional Disturbances, \*Ethnic Discrimination, Health Personnel, Mexican Americans, \*Minority Groups, \*Psychological Patterns, Racial Discrimination, Self Esteem, Stereotypes, \*Veterans, Whites

**Identifiers**—Chicanos, \*Post Traumatic Stress Disorder, \*Vietnam Veterans

Vietnam veterans from racial or ethnic minority groups have a "double minority" status; clinicians treating these veterans should distinguish between behaviors resulting from experiences in Vietnam and those due to experiences as members of minority groups. Post-Traumatic Stress Disorder (PTSD) affects an estimated 20% of all Vietnam veterans and has a wide range of physical and behavioral symptoms, some of which (high unemployment, low levels of education, alienation from the majority culture, feelings of anger at and oppression by authority, feelings of powerlessness, low self-esteem, high levels of violence and depression, high suicide rates, and high levels of alcohol/substance abuse) are similar to characteristics of some minority group members. Clinicians should avoid making a diagnosis on the basis of stereotypes of minorities or of Vietnam veterans, and should have a clear understanding of the causes and symptoms of PTSD and a good sense

of their own biases and values. Both veterans and minority people have suffered discrimination and may be wary or hostile when seeking clinical services; clinicians should distinguish whether these attitudes are due to racial, cultural or experiential factors. Specific therapeutic interventions which have been used with minority Vietnam veterans include Rap Groups and linkages with traditional indigenous healers from minority communities. (MH)

**ED 239 809** RC 014 571

*Valle, Victor M.*

**Desafios que Enfrentaran las Administraciones Universitarias en los Proximos Años (Challenges for University Administration in the Years Ahead).**

Pub Date—Jul 83

Note—15p.

Language—Spanish

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

**Descriptors**—Academic Freedom, Administrative Problems, \*Administrator Role, \*College Administration, \*College Environment, Decentralization, Developing Nations, Foreign Countries, Higher Education, \*Institutional Role, Lifelong Learning, \*Management Systems, Organizational Change, Scientific Research, Social Change, Technology, \*Universities

**Identifiers**—\*Latin America, National Development

Ten important issues surround the challenges that Latin American university administrations will face in the near future. Those issues are: (1) the importance of administration to higher education and the need for analyzing situations, resolving problems, making decisions, and communicating at all administrative levels; (2) the uniqueness of university management and the responsibility to develop and train high-level professionals as caretakers of a productive society and governmental machinery; (3) the university commitment to national development through the production of informed, educated, efficient, unified, productive, and responsible people; (4) the acceptance of life-long learning and the resulting changes in the university environment; (5) the priority of scientific investigation of national problems; (6) the preservation of academic freedom in the university setting; (7) the trend toward university decentralization and the need for effective management techniques to maintain the educational quality of outlying branches; (8) the management of the technological explosion to the advantage of university planning, communication, and instruction; (9) the awareness of a complex but limited university administration and the need for management of internal and external relationships; and (10) the need for participatory, flexible, systemized, and efficient management systems that can help administrators handle their many roles. (SB)

**ED 239 810** RC 014 572

*Valle, Victor M.*

**Algunos Criterios para Evaluar Programas de Educacion Superior a Nivel de Posgrado: El Caso Particular de la Administracion Publica (Some Criteria to Evaluate Higher Education Programs at the Graduate Level: The Special Case of Public Administration).**

Pub Date—Oct 83

Note—39p.

Language—Spanish

Pub Type—Guides - Non-Classroom (055) — Opinion Papers (120) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

**Descriptors**—\*College Administration, Curriculum Evaluation, Decision Making, Definitions, Educational Finance, Educational Quality, \*Evaluation Criteria, \*Evaluation Methods, Faculty Evaluation, Foreign Countries, Higher Education, \*Masters Programs, \*Models, \*Program Evaluation, Public Health, Student Characteristics

**Identifiers**—\*Central America, Costa Rica

Intended as a contribution to a workshop discussion on program evaluation in higher education, the paper covers five major evaluation issues. First, it deals with evaluation concepts, explaining the purposes of evaluation; pertinent terms; and the sources of evaluation in public health procedures, the scientific method, the systems approach, and General Systems Theory. Second, the paper explains evaluation criteria for postgraduate programs, noting objectives and means (such as interviews, questionnaires, and meetings), and citing five objective indicators of quality: academic productivity;

quality of educational staff, students, and program support; and the relationship between the program and its environment. Third, the paper describes an evaluation method that examines a program's requirements, support, and results and the variables pertaining to program initiation, maintenance, and outcome. The section includes seven guidelines for an evaluation procedure. Fourth, the paper discusses evaluating Master's-level Central American postgraduate programs, noting that evaluations are possible on internal and external instrumental and internal and external institutional levels. The section includes questions designed to determine the potential academic quality of a program. Finally, the paper presents six general suggestions for evaluating the quality of postgraduate programs. (SB)

**ED 239 811** RC 014 573

*Valle, Victor M.*

**La Capacitacion de Docentes en el Marco de la Regionalizacion Educativa (In-Service Teacher Training within Educational Regional Planning).**

Pub Date—Nov 83

Note—22p.

Language—Spanish

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

**Descriptors**—Administrative Organization, Bureaucracy, Citizen Participation, Communication Problems, \*Decentralization, Developing Nations, \*Educational Improvement, Equal Education, Foreign Countries, \*Inservice Teacher Education, Lifelong Learning, Management Development, \*Regional Programs, Relevance (Education), Rural Education, \*School Role

**Identifiers**—Latin America, \*Regionalized Education

A paper discusses inservice teacher training in the context of regionalized education, with reference to recent Latin American efforts to regionalize, decentralize, and de-concentrate educational systems in order to provide relevant and adequate regional educational systems and so make equal education possible. Basic concepts in regionalized education and inservice teacher training are noted. Efforts in Argentina, Brazil, Colombia, and Chile are briefly covered. Problems in the management of decentralized educational systems are discussed, including persistence of problems of centralized education systems, such as administrative rigidity, excessive paperwork, and strained relations between administrative personnel and schools, and also shortages of qualified personnel, inadequate articulation between different educational levels, and lack of interinstitutional coordination and communication between different system elements. Influences of lifelong learning and citizen participation are described. The role of the school as a natural center for teacher training is noted. Characteristics and activities of a central coordinating and monitoring entity in teacher training for regionalized education are listed. Factors affecting training of middle and upper level managerial personnel are discussed. (MH)

**ED 239 812** RC 014 579

*Wintemute, Ginger, Ed. Messer, Bonnie, Ed.*

**Social Work Practice with Native American Families: A Handbook.**

Dakota Wesleyan Univ., Mitchell, S. Dak.

Spons Agency—Administration for Children, Youth, and Families (DHHS), Washington, D.C.

Pub Date—80

Contract—1460224589A1

Note—25p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

**Descriptors**—Agency Role, Aging (Individuals), Alcoholism, \*American Indian Culture, American Indian Reservations, \*American Indians, Case Studies, \*Caseworker Approach, Community Attitudes, Community Involvement, Cultural Awareness, \*Cultural Influences, Extended Family, Family Attitudes, Federal Indian Relationship, Higher Education, \*Professional Education, Social Agencies, \*Social Workers, Tribes, Unwed Mothers

**Identifiers**—\*Sioux (Tribe), South Dakota

A handbook on social work practice with Native American families, developed for use by students in undergraduate social work programs and by social service practitioners who work with Native American people, is divided into four sections. The first section contains four articles, written by Joseph A. Dudley (Methodist minister and Yankton Sioux) and David Mathieu (Assistant Professor of American Indian Studies, Dakota Wesleyan University),

which focus on culture, alcoholism, aging, and community-agency relationships. The second section gives six brief case illustrations depicting incidents in the daily experience of social work practitioners in agencies serving Native American communities. The case illustrations describe situations of interaction between Indian people and social workers, then give discussion questions and a conclusion which clarifies the cultural influences shaping the situation. The third section provides an annotated bibliography of 21 books and articles helpful in social work teaching and curriculum planning for practice with Native American people, and lists 4 sources of case studies. The fourth section lists tribal headquarters in South Dakota, including those of the Cheyenne River Sioux, Crow Creek Sioux, Flandreau Santee Sioux, Lower Brule Sioux, Oglala Sioux, Rosebud Sioux, Sisseton-Wahpeton Sioux, Standing Rock Sioux, and Yankton Sioux Tribes. (MH)

ED 239 813 RC 014 580

Kleinfeld, Judith. *And Others*

**Doing Research on Effective Cross-Cultural Teaching: The Teacher Tale.**

Alaska Univ., Fairbanks. Inst. of Social, Economic, and Government Research.

Pub Date—Nov 83

Note—37p.

Pub Type—Reports - Evaluative (142) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Attitudes, Affective Behavior, \*Alaska Natives, \*American Indian Education, Community Attitudes, Cultural Awareness, Elementary Secondary Education, Eskimos, \*Evaluation Criteria, Intercultural Communication, Peer Evaluation, Research Methodology, Research Problems, \*Rural Education, School Community Relationship, \*Small Schools, \*Teacher Effectiveness, Teacher Evaluation, Teacher Qualifications, Teaching Methods

Identifiers—Alaska, \*Cross Cultural Teaching

The paper discusses dilemmas in doing research on the kinds of teachers who are effective with Eskimo and Indian children in isolated, rural Alaska communities. Issues discussed are identification of effective cross-cultural teachers by a "multiple hurdle" technique; criteria that 228 teachers, 29 administrators, and 40 community members used to identify effective cross-cultural teachers; and whether effective village teachers can be described in statements that are general enough to be valid and specific enough to be useful. The multiple hurdle technique for identifying effective cross-cultural teachers by using consistent nominations by teaching colleagues, school administrators, and the local community is contrasted with standard criteria in the research literature. Methods of collecting nominations are described, including a mail survey of teachers, interviews with administrators, and interviews with community members. Criteria that the three groups used to judge teacher effectiveness are given in narrative and tabular form, with rapport/concern/empathy cited most often by all three, followed by the quality of dedication, and with community involvement cited by 34% of administrators and 50% of community members. Concrete stories about particular teaching situations ("teacher tales") are suggested as an alternative to abstract generalizations about effective teaching practices. (MH)

ED 239 814 RC 014 581

Kleinfeld, Judith. *And Others*

**Native College Success in the Seventies: Trends at the University of Alaska at Fairbanks. ISER Occasional Paper No. 15.**

Alaska Univ., Anchorage. Inst. of Social and Economic Research.

Report No.—ISBN-0-88353-031-7

Pub Date—82

Note—29p.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Academic Achievement, \*Alaska Natives, \*American Indian Education, Associate Degrees, Bachelors Degrees, Boarding Schools, College Attendance, \*College Students, \*Drop-out Rate, Educational Trends, \*Graduation, Higher Education, High Schools, Majors (Students), Predictor Variables, Rural Education, Sex Differences, Standardized Tests, Student Attainment

Identifiers—Field Based Programs, \*University of

Alaska Fairbanks, Village High Schools

Researchers analyzed information from student records and student organizations to determine the academic success, dropout, and graduation rates of Alaska Natives at the University of Alaska at Fairbanks (UAF) throughout the late 1970's. Perhaps due to political, social, and policy changes, Native student success peaked in the early 1970's and leveled off in the late 1970's. The leveling off may have been due to the greater enrollment of poorly prepared students, perhaps a result of new village high schools. Native freshmen dropout rates declined from 87% in 1963 to 75% in 1975, but the chance of success between 1977 and 1979 was still only one in three. The number of Native students completing associate or bachelor's degrees also increased during the 1960's to peak in the early 1970's. One reason for the increase was the development of field-based teacher education programs which accounted for one third of all Native degrees between 1972 and 1980. Most bachelor's degrees were awarded to Native women in education or social science; most associate degrees, to men in technological fields. Between 1935 and 1980, UAF awarded 202 bachelor's degrees, 61 associate degrees, 4 masters' degrees, and 1 doctorate to Native students. (SB)

ED 239 815 RC 014 582

Kleinfeld, Judith. *Shinkwin, Anne*

**Making Good Boys Better: Nonformal Education in Boy Scouts.**

Alaska Univ., Fairbanks. Inst. of Social, Economic, and Government Research.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Oct 83

Grant—NIE-G-79-0153

Note—51p.; For related documents, see ED 232 833-834.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Camping, \*Educational Experience, Family Influence, Family Involvement, Group Membership, Leadership Responsibility, Leadership Styles, Leadership Training, Meetings, \*Nonformal Education, \*Outdoor Education, \*Parent Attitudes, Participant Characteristics, Participant Satisfaction, Peer Evaluation, Preadolescents, Socialization, Social Values, \*Values Education

Identifiers—\*Alaska, \*Boy Scouts of America

This paper on a widespread nonformal American educational experience, the Boy Scouts, describes the close relationship between family socialization and scouting, and the education that occurs in three key scouting settings: camp-outs, troop meetings, and scout service projects. The paper argues that certain types of families deliberately use scouting as an educational tool, as a way to reinforce threatened family values, and to carry out a specific educational agenda for their sons. The study is based on intensive observation of boys' experience in 2 Alaska scout troops, each observed for 7 months, and on repeated interviews with 20 "focal" boys (boys in troop leadership roles, with several years of scouting experience; boys new to the troops who noticed the commonplace) and their parents. Scouting education in the troop setting is seen as demanding that 11- and 12-year-old boys learn how to perform a difficult set of unfamiliar tasks: running a meeting, keeping a group together to get a job done, identifying community projects, and organizing volunteers. An analysis of these tasks as nonformal educational experiences is included. Positive reviews from scouting professionals, scoutmasters of the troops studied, and parents interested in the research are cited. (MH)

ED 239 816 RC 014 583

Boloz, Sigmund A. *Brutz, Ronald A.*

**When You Don't Know What's Important: Revitalizing Decision-Making in the Native American School.**

Pub Date—Feb 84

Note—10p.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Role, \*American Indian Education, \*Cooperative Planning, \*Decision Making, Educational Administration, Educational Assessment, \*Educational Objectives, Educational Philosophy, Elementary Secondary Education, Interprofessional Relationship, \*Leaders, Management Teams, Needs Assess-

ment, Scheduling, \*School Districts, Site Selection, Success

Identifiers—Ganado Public School District AZ, Navajo (Nation), \*Retreats

In the Ganado Public School District (K-12, 1,650 students), in the northeast corner of the Navajo Reservation, an administrative retreat structure has been used for 4 years to promote the team management concept and maintain the District's formal direction. Building from a comprehensive needs assessment by and for the District's Navajo communities, the all-Navajo school board has adopted a District philosophy, and individual schools have constructed goal statements to implement it. Retreats provide a setting conducive to clarifying and reaffirming direction without office distractions. A team management approach and democratic leadership style are used. Essential aspects of retreats are preplanning, scheduling, and followthrough. Preplanning must establish clear expectations, with all participants contributing to the retreat agenda. Site selection and selection of the planning team are critical. Retreat products include goals and objectives developed by the board for the administrative team to implement through identification of activities and development of a work plan which indicates projected completion dates and persons responsible. Intangible results include improved collegial relationships, clearer understanding of District direction, and renewed commitment to implementing goals and objectives. Follow-through should include periodic review during the year. (MH)

ED 239 817 RC 014 584

**Indian Education Act—Title IV. Hearing Before the Subcommittee on Elementary, Secondary and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Eighth Congress, First Session.**

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date—22 Feb 83

Note—173p.; Small print, some tables may not reproduce well.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, \*American Indian Education, \*American Indians, Budgets, \*Educational Finance, Educational Legislation, Elementary Secondary Education, Federal Aid, \*Federal Indian Relationship, \*Hearings, Higher Education, Needs Assessment, Organizations (Groups), Parent Participation, Resource Allocation, School Districts, Tribes, Trust Responsibility (Government)

Identifiers—\*Congress 98th, \*Indian Education Act 1972 Title IV

Hearings on proposed changes in Title IV of the Indian Education Act were held in Washington, D.C. on February 22, 1983. Witnesses representing American Indian tribes and students presented testimony regarding the Administration's proposed rescission and subsequent elimination of Title IV programs in fiscal 1984. Representatives of the National Congress of American Indians, United Indians of All Tribes Foundation, National Urban Indian Council, Association of Contract Tribal Schools, Mississippi Band of Choctaws, All Indian Pueblo Council, Navajo Tribal Council, Robeson (NC) County Schools, Tribal Education Department of Fort Belknap (MT) Community Council, Zuni (NM) Public Schools, Tulsa (OK) Public Schools, Minneapolis (MN) Public Schools, Coeur d'Alene (ID) Tribal School, Native American Graduate Fellowship Program at Montana State University, and the Office of Indian Education unanimously opposed the proposed changes. Witnesses discussed American Indian education needs assessments, parent participation in Indian education, school district budgets, the difficulties of educating minority students in public schools, educational services provided under Title IV, and the need for the continuation of Title IV, and the possible effects of the termination of Title IV. (SB)

ED 239 818 RC 014 585

**Refugees and Migrants: Problems and Program Responses. A Look at the Causes and Consequences of Today's Major International Population Flows, and at the Ford Foundation's New Programs to Address the Problems of Refugees and Migrants in the United States and Elsewhere in the World. A Working Paper.**

Ford Foundation, New York, N.Y.

Pub Date—Aug 83

Note—66p.

Available from—Ford Foundation, Office of Reports, 320 East 43rd Street, New York, NY 10017.

Pub Type—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, Civil Liberties, Culture Contact, Developing Nations, Educational Needs, Elementary Secondary Education, \*Financial Support, Foreign Countries, Health Services, Housing, Illiteracy, Indochinese, \*International Programs, Limited English Speaking, Literacy Education, Mexicans, \*Migrants, \*Migration, National Programs, Population Growth, Public Affairs Education, \*Refugees, \*Research Needs

Identifiers—Ford Foundation

The paper reflects the Ford Foundation's emphasis since 1980 on long-term problems of refugees and migrants across national borders, and the desire of the Foundation staff to strengthen the long-term capacity of key institutions and communities to cope with population flows. Focus is first on the consequences of migrant flows for sending and receiving countries, for individuals involved, and for agencies called on to provide short- and long-term solutions; and second on current and future grant activity within the Foundation's International Affairs, Human Rights and Social Justice, and Urban Poverty programs. The paper shifts between broad international concerns, those of developing countries, and those of the United States. The growing Hispanization of the United States and pending immigration legislation are noted. Educational concerns mentioned include rights of refugee/migrant children to public education; tendency of recent refugee groups to have decreased levels of education; English as a second language; vocational education; problems of semiliterate and nonliterate refugees; and public education to promote understanding of cultural differences. Tables show 1982 world refugee statistics (total=10,032,400), 1981 ratios of refugees to local population for the top 20 countries, 7-year (1975-81) Indochinese refugee totals, and 1981 contributions to international refugee agencies by the top 20 countries. (MH)

ED 239 819

RC 014 586

Bhola, H. S.

Curriculum Development for Functional Literacy and Nonformal Education Programs. Workshop. German Foundation for International Development, Bonn (West Germany).

Pub Date—79

Note—279p.; For related documents, see RC 014 587.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Adult Education, Case Studies, Community Development, Community Education, Community Involvement, \*Curriculum Development, Curriculum Evaluation, Delivery Systems, Developing Nations, \*Educational Strategies, Foreign Countries, \*Functional Literacy, Inservice Teacher Education, Instructional Materials, \*Instructional Systems, \*National Programs, Needs Assessment, \*Nonformal Education, Resource Centers, Task Analysis, Workshops

Identifiers—Learning Environment

To provide an introduction to processes, issues, and problems of curriculum development in functional literacy and nonformal education, a monograph provides 11 chapters, each followed by exercises. The first chapter discusses curriculum development in relation to national development. The second chapter covers concepts of functional literacy and nonformal education, with particular reference to development objectives. A third chapter presents a model of the curriculum development process, including objectives. Assessing developmental and educational needs of communities, with emphasis on participatory strategies, is covered in a fourth chapter. In the fifth chapter, the concept of instructional systems design is introduced, with elaboration on task analysis, learner analysis, and learning environment analysis, and including an instructional system analyzer. Training of literacy teachers is described in the sixth chapter. The seventh chapter covers a variety of instructional materials for functional literacy, with emphasis on message making. In the eighth chapter, a plan for establishing learning resource centers discusses delivery systems for instruction and instructional materials. The ninth chapter provides case studies of

projects in curriculum development/implementation for functional literacy in Brazil, Burma, Colombia, India, Iran, Kenya, Mali, Sudan, Tanzania, and Thailand. The tenth chapter discusses curriculum evaluation, and the eleventh covers training for curriculum development, including a workshop description and questionnaire. (MH)

ED 239 820

RC 014 587

Bhola, H. S. Bhola, Joginder K.

Program and Curriculum Development in the Post-Literacy Stages. (A Workshop Manual). German Foundation for International Development, Bonn (West Germany).

Pub Date—80

Note—263p.; For related document, see SE 014 586.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Adult Basic Education, Adult Literacy, Change Agents, Change Strategies, Community Development, Community Education, \*Curriculum Development, Definitions, \*Developing Nations, Foreign Countries, Functional Literacy, Illiteracy, \*Literacy Education, National Programs, \*Nonformal Education, Open Universities, \*Program Design, Rural Development, Rural Education, \*Staff Development, Workshops

Identifiers—Asia (Southeast), India, \*Literacy Retention, Post Literacy Programs, Tanzania

The manual is intended for training workshops on program and curriculum development for the post-literacy stages, since many countries successful in literacy work find that even greater challenges await them as erstwhile illiterates emerge from literacy classes as new literates. The emphasis is on programs and curricula to help new literates retain literacy skills, strengthen those skills, and put literacy to work in their daily lives. The first chapter defines illiteracy, pre-literacy, and literacy, describes four types of illiterates: complete, functional, technological, and vocational, and discusses post-literacy stages, adult education, nonformal education, rural development, use of print and non-print media, and curriculum/program development. The second chapter catalogs post-literacy needs: literacy retention programs, second chance formal education, systematic integration between literacy and developmental objectives, and socialization for ideal societies. A third chapter, on program/curriculum design, discusses national goals, the change process, organizational design/institution building, needs analysis/community diagnosis, counselling/guidance for adult learners, program/curriculum design issues and skills, and personnel training for post-literacy programs. Technical appendices describe post-literacy work in Tanzania, India, and Southeast Asia; discuss organizational literacy for functional literacy workers and design of delivery systems for learning resources in community education; and give the project description of a curriculum/program development workshop. (MH)

ED 239 821

RC 014 588

Bhola, H. S.

Writing for New Readers: A Book on Follow-Up Books. Workshop.

German Foundation for International Development, Bonn (West Germany).

Pub Date—81

Note—192p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Adult Education, Adult Literacy, \*Developing Nations, Editing, Foreign Countries, High Interest Low Vocabulary Books, Illustrations, \*Lifelong Learning, Marketing, Models, Policy Formation, Program Implementation, \*Publishing Industry, Reading Materials, \*Workshops, \*Writing (Composition), Writing Evaluation, Writing Skills

Identifiers—\*Follow Up Books, \*New Literates

The monograph presents the writing of suitable "follow-up" books for new adult readers in developing countries in the dual context of lifelong learning and of support for development by communication. It presents writing for new readers from the perspectives of high level policy makers, reading materials specialists in ministries and directorates, producers of written material (directors of writers workshops, editors, illustrators, publishers, distributors), and the writers themselves. The monograph discusses the need for reading materials for new readers, explains a model of communication as part of development, and discusses implementing a national

reading materials policy. It includes discussions of appropriate materials and discusses the style and writing process for both creative and expository writing. The monograph explains the role of illustrations, the role of the editor, and the problems of publishing and distributing the materials to new readers. The monograph explains various existing models for training new writers in workshop settings and notes the qualifications of a good workshop director. Finally, the book outlines a research agenda and describes other print media used in development support communication. A list of questions concludes each chapter. The book contains black and white illustrations. (SB)

ED 239 822

RC 014 589

Atta-Sajoh, Alex

To What Extent Can Higher Education in Developing Nations Give Leadership in Nonformal Education.

Pub Date—Oct 83

Note—25p.; Paper presented at the International Education Conference (Washington, DC, October 20-21, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adult Education, Case Studies, \*Developing Nations, Educational Finance, Foreign Countries, Government Role, \*Higher Education, \*Leadership, \*Nonformal Education, Program Design, Program Evaluation, \*Program Implementation, Relevance (Education), Teacher Education, Teacher Recruitment

Identifiers—Education for Self Reliance (Tanzania), Mexico, \*National Development, Plan Puebla (Mexico), Tanzania

Nonformal education is any organized, systematic learning activity carried on outside the formal educational system and usually focused on improving participants' social and personal living, occupational capability, or vocational competency. Because it offers opportunity and participation to all in a non-threatening atmosphere and promotes rapid individual, group, and societal growth, nonformal education is appropriate for developing nations, providing a second chance for schooling for those who missed formal education. Federal, state, district, and local governments and international organizations should fund nonformal education and higher education should provide material and human resources. Developing nations should implement nonformal education programs at national, regional, and local levels. At the local level, nonformal programs should include teacher recruitment and training in the program's objectives, philosophy, methods, and organizational structure. Prior to local implementation, the program planning committee should identify local needs, program purpose, and execution plans, and teachers should discuss the purpose and objectives with participants. Local and community workshops run by experts in various fields should be accompanied by practical demonstrations of skill areas and by national campaigns including rural radio broadcasts, posters, and mobile educational films. Mexico's Plan Puebla and Tanzania's Education for Self Reliance are among the case studies that prove the success of nonformal education in developing nations. (SB)

ED 239 823

RC 014 590

Ludwig, Gail S.

Map and Compass. Outdoor Living Skills Series. Instructor Manual.

Missouri Dept. of Conservation, Jefferson City.

Pub Date—83

Note—93p.; For related document, see ED 229 180.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Environmental Education, Equipment, Ethical Instruction, \*Experiential Learning, Glossaries, Group Activities, High School Students, Junior High School Students, \*Learning Activities, Maps, \*Map Skills, \*Orienting, \*Outdoor Education, Recreational Activities, Secondary Education, \*Skill Development, Topography, Units of Study

Identifiers—Canoeing, Compasses, \*Compass Reading, Missouri

Designed for instructors with little or no map and compass experience, the self-contained manual contains background information, lesson plans, student handouts, and references for teaching the basic skills of map and compass use to junior high and senior high school students and youth groups. An



introductory section briefly discusses the importance of map and compass skills, establishes unit goals and objectives, gives a brief history of maps and compasses, and addresses the ethical concerns and responsibilities of the map and compass user. In addition, the section introduces map information, latitude, longitude, scale, map symbols, magnetic compasses, finding directions with a compass, using a map and compass together, and resectioning. The manual includes seven 50-minute or longer lesson plans which cover understanding map symbols, reading compasses and topographic maps, setting compass bearings, using a map and compass together to plan trips, locating positions on maps from compass readings, and Orienteering. Each lesson plan includes teaching method, time, purpose, instructional aids, facilities required, and an outline. The manual, illustrated with black and white maps and drawings, also contains nine additional learning activities, a glossary, a bibliography, and appendices which include an instructional unit on topographic maps, reproducible student handouts, and additional learning activities. (SB)

**ED 239 824**

RC 014 591

Swanson, Leslie C.

**Rural One-Room Schools of Mid-America. Revised.**

Pub Date—84

Note—42p.

Available from—Leslie C. Swanson, P.O. Box 334-RS, Moline, IL 61265 (\$2.00).

Pub Type—Historical Materials (060)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Curriculum, Discipline, Educational Environment, Educational Equipment, \*Educational History, Enrollment, \*Legends, \*One Teacher Schools, \*Rural Schools, School Community Relationship, Small Schools, Teacher Characteristics, Teachers, \*Textbooks, United States History

Identifiers—\*Illinois, McGuffey (William), McGuffey Readers, Restoration, \*United States (Midwest)

The book takes a nostalgic look at one-room schools in the United States Midwest, especially in Illinois, and traces their history from about 1825 to the present. Three chapters present the development of the one-room school from 1825 to the Civil War, from after the Civil War to around 1920, and from 1920 through the Depression and the Second World War to the present. The chapters present information about rural educational equipment, teachers and students, disciplinary measures, annual activities, daily routines, curricula, school buildings of various types, and enrollments. They also include information about various commonly used text books, including the famed McGuffey's Readers. The chapters describe the effect of the consolidation movement on one-room schools and school houses, noting how few remain in the Midwest. Various school building restoration projects are also described. A final chapter presents anecdotes and legends about one-room schools. The book is illustrated with black and white photographs. (SB)

**ED 239 825**

RC 014 592

Barker, Bruce O. Petersen, Paul D.

**A Research Report of Small High Schools in the United States in Regards to Curricular Offerings, Micro-Computer Usage, and Correspondence Courses.**

Pub Date—16 Feb 84

Note—21p.; A Study Completed for the Division of Continuing Education at Brigham Young University.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Computer Assisted Instruction, Computer Literacy, Computer Programs, \*Computers, \*Correspondence Study, Credits, Curriculum Development, \*High Schools, School Surveys, Secondary Education, \*Secondary School Curriculum, \*Small Schools, Student Teacher Ratio

Using a questionnaire, researchers surveyed 319 public high schools, each with fewer than 500 students, in 46 states to determine the extent and use of microcomputers in small high schools, to assess the use and users of correspondence courses in small schools, to identify the most frequently offered courses in small high school curricula, and to determine the need to add new courses. The majority of the schools (99%) had at least one microcomputer.

The mean was 9.8 per school, or one computer per every 32.2 students. The schools used the computers most frequently for student instruction (especially in computer science, mathematics, and business courses), recordkeeping, and word processing. They reported that 21.4% of the teachers were computer literate and 45.4% were computer aware. Only 25% of school counselors frequently recommended correspondence courses to students needing additional credits. Most correspondence students were "D" or "F" students. The mean number of correspondence credits allowed towards graduation was 2.7. The four most frequently offered courses in small high school curricula were typing, English grammar, algebra, and biology. Principals felt they would most like to add courses in computer literacy, speech, word processing, computer programming, and remedial reading. (SB)

**ED 239 826**

RC 014 593

Benton-Banai, Edward

**The Mishomis Book: The Voice of the Ojibway.**

Red School House, St. Paul, Minn.

Pub Date—79

Note—For related documents, see ED 190 277-279.

Available from—Indian Country Press & Publications, Inc., 560 Van Buren, St. Paul, MN 55103 (\$8.00).

Pub Type—Books (010) — Creative Works (030) — Historical Materials (060)

**Document Not Available from EDRS.**

Descriptors—\*American Indian Culture, \*American Indian Education, \*American Indian History, American Indian Literature, American Indians, \*Childrens Literature, Cultural Awareness, Cultural Background, Cultural Education, Culture Contact, Elementary Secondary Education, Folk Culture, Illustrations, \*Legends, Maps, Migration, Mythology, Older Adults, \*Oral History, Reading Materials, Wildlife

Identifiers—\*Ojibway (Tribe), Oral Tradition, Wisconsin

A book on the history, philosophy, and teachings of the Ojibway people, as passed down to the present generation by parents, grandparents, and elders of the Lac Court Oreilles Reservation (Wisconsin), contains material from oral tradition and is named "Mishomis," the Ojibway word for grandfather. Other Ojibway words and names appear in the text, with translations; a brief pronunciation guide is provided. The 15 chapters recount Ojibway myths and legends, describe features of Ojibway life, such as the clan system, and discuss historic events, such as the migration of Anishnabe and happenings since the coming of French traders in 1544. The text is illustrated with many drawings and maps. Stories included concern the Creation, Original Man's travels, Original Man and his grandmother, the Earth's first people, the great flood, Waynaboozhoo and the search for his father, Waynaboozhoo and his return to the people, the Seven Grandfathers and the little boy, the old man and the first Midewiwin ceremony, the pipe and the eagle, the sweat lodge, and the Seven Fires of the Ojibway. (MH)

**ED 239 827**

RC 014 600

Immerman, Michael

**An Examination of the Locus of Control Construct with American Indians from the Southwestern United States.**

Pub Date—83

Note—13p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adults, \*American Indians, Analysis of Variance, Females, Language Role, \*Locus of Control, Males, Sex Differences, \*Student Attitudes

Identifiers—\*Navajo (Nation), \*Pueblo (People), Rotter Internal External Locus of Control Scale

An investigation of the relationship between the locus of control construct and the tribe, sex, and first language of two groups of southwestern American Indian adults (85 Navajo and 50 Pueblo subjects), as measured by the Rotter Internal-External Control Scale, confirmed the prediction that the groups would exhibit similar characteristics for the three independent variables. Purposes were to determine the impact of sex upon a specific Indian geographic sample, to examine the two distinct groups within the sample, and to assess the impact of first language on the locus of control construct for the sample. All subjects in the sample were students at a technical/vocational facility in Albuquerque, New Mexico; 42 were male and 93 female. Re-

sponses to the Rotter Internal-External Control Scale were analyzed using analyses of variance with the main effects of tribal affiliation, sex and first language (English or one of the Indian languages). The main effect of tribal affiliation, and the interactive effects of tribe, sex, and first language were not significant. Navajos and Pueblos did not differ significantly in the locus of control construct; there were no significant specific Navajo/Pueblo, male/female, or English/Indian language interactions. (MH)

**ED 239 828**

RC 014 606

**How Extension Can Help Communities Conduct Impact Analyses.**

Wisconsin Univ., Madison. Dept. of Agricultural Journalism.

Spons Agency—Department of Agriculture, Washington, D.C.; Wisconsin Univ., Madison, Univ. Extension.

Pub Date—4 Jan 82

Note—35p.; A report prepared by the Extension Committee on Organization and Policy Task Force on Economic Impact and Data Analysis.

Available from—Agricultural Bulletin Building, 1535 Observatory Drive, Madison, WI 53706 (\$1.00).

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Budgets, \*Community Change, Cost Estimates, Delivery Systems, Economic Change, \*Economic Development, Economic Factors, Educational Finance, Employment Opportunities, Expenditures, \*Extension Agents, Extension Education, Financial Policy, Income, \*Input Output Analysis, \*Local Government, Models, Political Influences, Population Growth

Identifiers—\*Impact, \*Private Sector

Intended to provide guidance to Extension specialists and agents faced with requests for impact analyses from communities experiencing economic development, this report also summarizes issues that need to be considered. The first section, on private sector impacts, addresses questions on predicting changes in production, employment, and housing resulting from proposed developments. A second section discusses public sector impacts and highlights methods for estimating changes in public expenditures (using school expenditures as an example) and public revenues resulting from economic development events. In the third section, the economic base and input-output models are covered, with a review of the basic data needs and assumptions of the models, which describe links (jobs, income, and output) between a development event and the rest of the community. Some other important changes which may occur in a community but are not easily estimated with economic models are reviewed in the fourth section, on nonmarket impacts (population changes, employment-related changes, and changes in political atmosphere). The final section defines Extension's role in impact analysis; reviews differences between facts, values, and beliefs; identifies points in the decision-making process where Extension education programs are most appropriate; and outlines various approaches to deliver impact analyses. (MH)

**ED 239 829**

RC 014 607

Everett, Susan F. And Others

**Agriculture in Iowa: Curriculum Guide for Grades 4-5-6.**

Iowa State Dept. of Agriculture, Des Moines; Iowa State Univ. of Science and Technology, Ames.

Pub Date—83

Note—145p.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—\*Agricultural Production, \*Agriculture, Agronomy, Career Exploration, Curriculum Guides, Delivery Systems, Economic Factors, Educational Games, \*Farmers, Field Trips, \*Food, Futures (of Society), Grade 4, Grade 5, Grade 6, Intermediate Grades, Land Use, Life Style, Livestock, Nutrition Instruction, Pretests, Posttests, Resource Units, Rural Farm Residents, United States History

Identifiers—Agricultural Economics, \*Agricultural History, \*Iowa

A resource/curriculum guide developed for teachers of grades 4-6 is intended to help Iowa students learn about agriculture in Iowa: its importance as the state's major industry, its role as a source of employment and careers, and its role in meeting basic human needs for nutrition, clothing, and shelter. The guide recommends that, wherever possible,

students should be given the opportunity to learn directly from people connected with agriculture, such as classroom speakers, on field trips to farms or vocational agriculture laboratories, and by visits to agriculture fairs and shopping center exhibits. Five basic elements to aid teachers are included in the seven units: a 45-item pre/post test for diagnostic and evaluation purposes; background information for each unit; suggested activities and masters for reproduction; resource lists of materials, people, and possible field trips; and a key system to distinguish between student activities, student information sheets, transparency masters, student "just for fun" sheets, and teacher information pages. The units are "The American Farmer: The First 200 Years," "The Challenge of Farming," "Life on an Iowa Farm," "What Agriculture Does for You," "Iowa—The Land and its Products," "Eating for a Happy, Healthy Body," and "A Glimpse into the Future." (MH)

ED 239 830

RC 014 609

Keehn, Martha, Ed.

**Bridging the Gap: A Participatory Approach to Health and Nutrition Education.**

Save the Children, Westport, CT.

Pub Date—May 82

Note—109p; For the Spanish version, see RC 014

610.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adult Education, Change Agents, Change Strategies, \*Community Health Services, \*Community Involvement, Community Problems, Educational Games, Experiential Learning, Field Experience Programs, Foreign Countries, Health Activities, \*Health Education, Health Personnel, Interdisciplinary Approach, Learning Activities, \*Nutrition Instruction, \*Professional Training, Program Evaluation, \*Team Training, Workshops

The manual is addressed to nutrition and health educators interested in trying out new participatory ways of working at the community level and describes simple techniques to train field staff to approach local communities more sensitively and involve them more fully in achieving better health. Techniques and materials are all experiential and have been field-tested in several countries. The main feature of the training design is a series of three workshops, all including a multidisciplinary approach, involvement of participants, hands-on activities, fieldwork, feedback, and evaluation of fieldwork. The first major section on training community health and nutrition workers discusses the team approach, selecting participants, workshop planning and implementation, and followup. A workshop checklist is provided. The second section covers helping communities uncover health and nutrition problems and emphasizes sensitizing community workers, building community awareness, and exploring problems. A third section, on creating learning activities, describes 15 types of learning materials (priority messages, picture cards, comic books/fotonovelas, slide shows, card games, comparative posters, problem posters, sequence posters, poster cards, picture recipes, booklets, puzzles, and 3 health and nutrition games). The final section covers planning and evaluating with the community, including eight activities. Drawings and photographs illustrate the text. (MH)

ED 239 831

RC 014 610

Keehn, Martha, Ed.

**Para Cerrar la Brecha: Un Enfoque Participativo para la Educación en Salud y Nutrición (Bridging the Gap: A Participatory Approach to Health and Nutrition Education).**

Save the Children, Westport, CT.

Pub Date—83

Note—128p; For the English version, see RC 014 609. This edition translated by Mario Yepes.

Language—Spanish

Pub Type—Guides - Non-Classroom (055) —

Translations (170)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adult Education, Change Agents, Change Strategies, \*Community Health Services, \*Community Involvement, Community Problems, Educational Games, Experiential Learning, Field Experience Programs, Foreign Countries, Health Activities, \*Health Education, Health Personnel, Interdisciplinary Approach, Learning Activities, \*Nutrition Instruction, \*Professional Training, Program Evaluation, Spanish, \*Team Training, Workshops

A Spanish version of a manual on workshops for training nutrition and health field educators to approach communities more sensitively emphasizes techniques for involving community members in efforts to achieve better health and nutrition. Experiential workshop materials and techniques have been field-tested in several countries, including Indonesia and the Dominican Republic. Workshops consist of 3 short sessions (10-15 days each), spaced 3 to 4 months apart, with a multidisciplinary approach. Workshop activities are conducted in three subgroups, which organize their work in flexible, interacting smaller units. Practical applications and fieldwork in three villages are essential components, with participants returning to their own agencies between training sessions, to transfer the new techniques into immediate use. At the beginning of each new training session, participants share their field experiences and members of the training team provide feedback. Participants are also trained in evaluation methods. Training activities fall into four categories: training community health and nutrition workers, helping communities uncover health and nutrition problems, creating learning activities, and planning and evaluating with the community. All activities are presented in a format which specifies setting, time needed, purpose, preparation, and procedure. (MH)

ED 239 832

RC 014 611

Sims, Kathryn M.

**Agaliha, Indian Self-Esteem Curriculum Activity Book.**

Educational Service District 121, Seattle, Wash.

Pub Date—80

Note—126p.

Available from—George Ortiz, 13013 - 224th Street, East, Graham, WA 98338.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*American Indian Education, American Indian History, American Indians, Creative Activities, \*Cultural Activities, Cultural Awareness, Cultural Background, Elementary Education, Food, Individual Characteristics, \*Individualism, \*Self Esteem, Social Bias, \*Student Attitudes, Student Educational Objectives, Tribes, Vocabulary Development

Identifiers—Calendars, Orators

An Indian self-esteem curriculum activity book, whose title is a Cherokee word meaning "light of sun shining on everything," was developed to provide activities to encourage Indian children (K-8) to appreciate their Indian cultural heritage and feel positive about themselves, their families, and their children. Each of 23 activity sections, illustrated with drawings, lists objectives, tools needed, procedures, suggestions, and goals, and provides a space to write remarks. An Agaliha activity encourages children to discuss the sun and its rays and relate them to the uniqueness of the differences of others. An ongoing project to construct a Hopi sun face mobile is designed to help children learn words to build self-esteem and pride in their heritage. A calendar activity gives names of the months used by six Indian tribes. Other activities emphasize the uniqueness of each individual, the importance of personal interests and individual values, harmony with nature, the unity and differences of Native people, awareness of Native foods, differences in interpretation and perception, awareness of Indian history by using quotes from Indian orators, and respect for other people's opinions and individuality. Many of the activities involve word skills and craft projects. (MH)

ED 239 833

RC 014 615

Howell, Frank M. Frese, Wolfgang

**The Southern Youth Study: 1966-1979. A Regional Survey of Young Adults from Rural Areas and Small Towns in the South.**

Mississippi State Univ., Mississippi State. Dept. of Sociology and Rural Life.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Pub Date—Jun 81

Note—504p; Sponsored by United States Department of Agriculture, Science and Education/Cooperative Research Project S-114/Objective One, "Defining and Achieving Life Goals: A Process of Human Resource Development," supported by contributing state agricultural experiment stations in Alabama, Louisiana, Mississippi, South Carolina, and Texas. Prepared with the assistance of Lynn W. McBroom and Virginia L. McCarter.

Pub Type—Numerical/Quantitative Data (110) — Tests/Questionnaires (160)

EDRS Price - MF02/PC21 Plus Postage.

Descriptors—Blacks, Career Choice, \*Career Development, Computer Programs, Databases, Data Collection, \*Decision Making, \*Economically Disadvantaged, Family Characteristics, Females, High School Seniors, Longitudinal Studies, Males, Occupational Aspiration, Questionnaires, Regional Attitudes, \*Rural Youth, Significant Others, Whites, \*Young Adults

Identifiers—Alabama, Georgia, Louisiana, Mississippi, South Carolina, \*Southern Youth Study, Texas, \*United States (South)

A summary of the 1966-1979 Southern Youth Study (SYS), a 4-wave longitudinal research project intended to produce information on career development and decision-making processes and influences of rural southern youth from economically-disadvantaged counties, presents data collection procedures, an overview of instruments and variables, descriptions of the raw data file and software, suggestions for users, the codebook, and appendices containing instruments and questionnaires. Procedures used to select data sources are described. Data collection procedures for the four waves are differentiated. A listing of the variables used in at least one SYS survey is given. Tables present senior class enrollment distribution for SYS states (Alabama, Georgia, Louisiana, Mississippi, South Carolina, and Texas) and the samples (categorized by year into black and white, male and female) for the four SYS waves. The raw data file and accompanying data management software are briefly described. A sample codebook entry with explanations precedes the full codebook, which presents the original questions, response categories, labels, response codes, and frequency counts for each response code. Appendices include the instruments from the third and fourth waves, United State Census occupational and industrial classifications, and questionnaires used in the various states for the first three waves. (MH)

## SE

ED 239 834

SE 041 717

Snakes! Snakes! Snakes!

Ida Cason Calloway Foundation, Inc., Pine Mountain, GA.

Pub Date—83

Note—9p.

Journal Cit—Nature Naturally; v7 n1 p1-6 1983

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Anatomy, Animal Behavior, Identification, Intermediate Grades, Learning Activities, Physiology, Science Interests, Units of Study, Wildlife, \*Zoology

Identifiers—PF Project, \*Snakes, United States

Designed for students in grades 4-6, the teaching unit presents illustrations and facts about snakes. Topics include common snakes found in the United States, how snakes eat, how snakes shed their skin, poisonous snakes, the Eastern Indigo snake, and the anatomy of a snake. A student page includes a crossword puzzle and surprising snake facts. A teacher page provides background information, instructions for preparing a snake habitat, and tips on caring for garter snakes. In the final section, references and an answer key are provided. (LH)

ED 239 835

SE 041 718

Spirolaterals.

National Council of Teachers of Mathematics, Inc., Reston, Va.

Pub Date—Sep 83

Note—5p.

Journal Cit—NCTM Student Math Notes; p1-4 Sep 1983

Pub Type—Guides - Classroom - Learner (051) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Programs, Elementary Secondary Education, \*Geometric Constructions, Instructional Materials, Learning Activities, \*Mathematics Instruction

Identifiers—LOGO Programming Language, PF Project, \*Spirolaterals

Mathematics activities involving the construction of spirolaterals are presented in this issue of "Student Math Notes." Spirolaterals are figures in which

sequences of line segments of differing lengths, connected by angles of a constant size, are drawn repeatedly to create a geometric design. The activities presented involve the construction of various spirals using square dot paper, triangular (isometric) dot paper, and the LOGO programming language. (DC)

**ED 239 836** SE 041 730

**Pt: The Digid Hunt.**

National Council of Teachers of Mathematics, Inc., Reston, Va.

Pub Date—Nov 83

Note—5p.

Journal Cit—NCTM Student Math Notes; p1-4 Nov 1983

Pub Type—Guides - Classroom - Learner (051) - Collected Works - Serials (022)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Computer Programs, Decimal Fractions, Elementary Secondary Education, \*Estimation (Mathematics), History, Instructional Materials, Learning Activities, \*Mathematics Instruction, Numbers

Identifiers—PF Project, \*Pi (Mathematics)

Mathematics activities and facts related to pi are presented in this issue of "Student Math Notes." Included are: (1) an exercise based on Buffon's needle problem in which pieces of toothpicks are dropped onto a ruled surface; (2) a calculation of pi to 200 decimal places; (3) exercises related to Biblical and ancient Chinese approximations of pi; (4) exercises related to algebraic representations of pi including a computer program written in BASIC which approximates pi using the Leibnitz series; (5) mnemonic devices for remembering approximations of pi; (6) a computer program written in BASIC which simulates Buffon's needle problem; and (7) several additional miscellaneous questions and facts about pi. (DC)

**ED 239 837** SE 041 732

**Energy Tech-Knowledge.**

Cupertino Union School District, Calif.

Spons Agency—Department of Energy, Washington, D.C.

Pub Date—[Jun 82]

Note—87p.; Contains pages of faint, broken type.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—\*Conservation Education, Elementary Education, Elementary School Mathematics, \*Energy Conservation, Environmental Education, \*Interdisciplinary Approach, Language Arts, Learning Activities

Identifiers—\*Energy Education, PF Project

Designed to aid the elementary teacher in presenting energy conservation education as part of the regular classroom instruction, this guide contains activity sheets which are organized into 10-page sections numbered to indicate grade level. For example, first grade materials are on pages 10 to 19, second grade materials are on pages 20 to 29, and third grade materials are on pages 30 to 39. Pages 1-9, appropriate for kindergarten, have pictures to be colored in addition to a puzzle to make. The sections for grades 1-6 integrate language arts, science, social studies, and mathematics with energy topics. The majority of the activity sheets pertain to language arts and mathematics. Answers for the activity sheets and a page of energy-saving ideas for parents and teachers conclude this guide. (JW)

**ED 239 838** SE 041 736

**Hackett, Erla**

**Raising Beetles in a Classroom.**

Pub Date—[82]

Note—11p.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Class Activities, Elementary Education, \*Entomology, Experiential Learning, Illustrations, Learning Activities, Observational Learning

Identifiers—\*Beetles, Life Cycles, \*Mealworms, PF Project

This guide is designed to provide elementary school teachers with a harmless, inexpensive, clean, odorless, and easy-to-care-for insect-rearing project for the classroom. The following topics are included: (1) instructions for the care and feeding of the beetle larvae; (2) student activities for observing larval characteristics and behavior patterns; (3) a student motor activity for acting out larval movement; and (4) an art activity for making a clay model of the larvae. Full-page drawings provide different struc-

tural views of the larval and adult stages of the beetle, and supply names for the different body parts. (JW)

**ED 239 839** SE 041 743

**Solomon, Gerard And Others**

**Wet Worlds: Explore the World of Water, Marine and Fresh Water Activities for the Elementary Classroom.**

State Island Continuum of Education, N.Y.

Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program; New York Sea Grant Inst., Albany, N.Y.

Pub Date—31 Aug 83

Note—76p.; A product of the Coastal Education Curriculum Project, K-6.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Class Activities, Conservation (Environment), Data Analysis, Data Collection, \*Ecology, Elementary Education, Environmental Education, \*Experiential Learning, Field Instruction, Learning Activities, Marine Biology, \*Marine Education, Physical Environment, Science Projects, Units of Study, Water Pollution, Water Quality, Water Resources, Water Treatment, Worksheets

Identifiers—Acid Rain, Algae Purification System, Filtration, Geometric Forms, PF Project

Complete with student worksheets, field trip ideas, illustrations, vocabulary lists, suggested materials, and step-by-step procedures, the document presents a compilation of ideas for teaching elementary school (K-6) students about marine and fresh water. In the first unit students build miniature monuments and observe the deterioration of monuments exposed to acid rain. In unit 2 students design filtration methods for cleaning up dirty water. Unit 3 focuses on developing familiarity with marine and/or fresh water environments by promoting field trips to the shore. For those unable to visit a shore, unit 4 describes a possible field trip to a local fish market. In a look at geometric shapes, unit 5 explores the similar shapes of living organisms and mechanical devices that move quickly through water. In units 6 and 7, mathematical skills are employed when students map their schoolyard to predict where puddles will form and when students evaluate water usage at home, at school, and in their town. In unit 8 students prepare an Irish moss seaweed extract to discover the properties of algae. In unit 9 students simulate an oil spill and later assess which clean-up materials work best. The final section gives instructions and patterns for creating an icosahedron mobile to accompany and illustrate the preceding wet world activities. (LH)

**ED 239 840** SE 041 749

**Lazzeri, Joyce**

**Project R-3 Flowcharting Handbook. A Motivational Program Emphasizing Student Readiness, Subject Relevance, and Learning Reinforcement through Individualized Instruction, Intensive Involvement, and Gaming Simulation. Revised Edition.**

San Jose Unified School District, Calif.

Spons Agency—California State Dept. of Education, Sacramento.

Pub Date—80

Note—56p.; Game board may not reproduce well.

Prepared at Herbert Hoover Junior High School.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Flow Charts, Learning Activities, \*Logical Thinking, Mathematics Instruction, \*Problem Solving, Secondary Education, \*Sequential Approach, Simulation

Identifiers—PF Project

Suitable for secondary school students, the workbook provides flowcharting activities to help students understand the logical steps used in problem solving. Before applying the flowcharting procedures to mathematical problems, students are first introduced to familiar non-mathematical problems such as sharpening a pencil or eating peanuts. Section 1 provides an introduction with behavioral objectives, procedures, and useful flowchart symbols. Section 2 gives flowchart samples and in section 3, classroom procedures are flowcharted. In section 4, mathematics-related flowcharts are provided for problems such as finding an average, changing decimals to percent numbers, performing algebraic equations, constructing an isosceles triangle, bisecting an angle, and multiplying and dividing fractions. The final section provides student instructions, a

teacher's guide, room arrangement ideas, game rules, sample tests, and a gameboard for a two-day activity in which students follow a flowcharted path representing the steps that must be fulfilled to obtain a driver's license. This simulation can serve as a model for developing flowcharting lessons to fit all types of learning situations. (LH)

**ED 239 841** SE 041 764

**SPACES: Solving Problems of Access to Careers in Engineering and Science. Math and Career Activities for Elementary and Secondary Students.** California Univ., Berkeley. Lawrence Hall of Science.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—82

Grant—SED-7918980

Note—155p.

Available from—Dale Seymour Publications, PO Box 10888, Palo Alto, CA 94303 (\$10.00).

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Career Awareness, \*Career Exploration, \*Engineering, Estimation (Mathematics), Females, Hand Tools, Intermediate Grades, Learning Activities, \*Logical Thinking, \*Mathematics Instruction, \*Problem Solving, \*Science Careers, Secondary Education, Spatial Ability, Student Attitudes, Student Motivation, Visualization

Identifiers—PF Project

The activities in this guide are designed for students in grades 4-10 and are intended to stimulate thinking about scientific and engineering careers, develop logical reasoning and problem-solving skills, promote positive attitudes toward mathematics, increase interest and knowledge about scientific work, strengthen spatial visualization skills, and promote familiarity with standard tools. Many of the activities involve the students in a range of mathematics topics which require estimating, guessing, predicting, and creating mathematical or physical models. In addition, the subject of women in scientific and technical careers is explored. An organizational chart sets forth both the content and skill areas presented as well as an approximate grade level guide for the activities. The 32 activities are divided into the following categories: (1) design and construction; (2) visualization; (3) tool activities; (4) attitudes and personal goals; (5) job requirements and descriptions; and (6) women in careers. Instructions for each activity include skills to be developed, time needed to complete the activity, number of participants recommended, materials needed, and directions for conducting the activity. (EM)

**ED 239 842** SE 041 772

**Hinds, H. Roger**

**A Few Facts about Hydrogen [and] Hydrogen Bibliography.**

Pub Date—[83]

Note—9p.

Pub Type—Reference Materials - Bibliographies (131) - Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Chemistry, Elementary Secondary Education, \*Energy, Films, \*Fuels, Periodicals, Reading Materials, Resource Materials

Identifiers—\*Chemical Elements, \*Hydrogen, PF Project

Divided into two sections, this publication presents facts about and the characteristics of hydrogen and a bibliography on hydrogen. The first section lists nine facts on what hydrogen is, four on where hydrogen is found, nine on how hydrogen is used, nine on how hydrogen can be used, and 14 on how hydrogen is made. Also included are nine advantages and eight disadvantages of the use of hydrogen as fuel. The bibliography section contains 99 titles of journal articles on hydrogen. The name of the journal and the issue in which the article appeared are given, and the titles are arranged by year of publication (1969 to 1983). The bibliography also lists four books with authors, dates of publication, and publishers; three hydrogen publications with the names and addresses of publishers; and three hydrogen films with the names of publishers/producers. (EM)

**ED 239 843** SE 041 777

**STS-9 and Amateur Radio. NASA Educational Briefs for the Classroom.**

National Aeronautics and Space Administration, Washington, D.C.



Report No.—EB-83-9

Pub Date—83

Note—5p.

Pub Type—Guides - Classroom - Learner (051) —

Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Aerospace Technology, \*Broadcast Reception Equipment, Electronic Equipment, Postsecondary Education, Radio, Secondary Education, \*Telecommunications

Identifiers—Ham Radio, PF Project, Radio Operators, \*Space Shuttle, \*Space Transportation System

Designed for secondary and postsecondary school students, the article discusses the STS-9 (Space Transportation System), a hand-held amateur radio (ham) station used on the Space Shuttle Columbia. The article details the mechanics of this battery-powered unit and how it is used. Separate sections discuss necessary equipment for picking up space shuttle signals, post cards used by "ham operators" to confirm two-way contact or reception of signal (QSL Cards), the definition of a "ham operator," license requirements for radio amateurs, call signs, organizations to contact, and questions and activities for use in the classroom. (LH)

ED 239 844 SE 041 780

Consumer Mathematics II-M612. Grades 9-12.

Revised.

Hamilton Township Schools, Trenton, NJ. Dept. of Curriculum and Instruction.

Pub Date—Jan 82

Note—59p.

Available from—Department of Curriculum and Instruction, Hamilton Township Schools, 90 Park Avenue, Hamilton, NJ 08690, under title: "Real World Mathematics."

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, \*Consumer Education, Course Descriptions, Curriculum Guides, Estimation (Mathematics), High Schools, Learning Activities, \*Mathematics Instruction, Measurement, \*Money Management, Probability, \*Secondary School Mathematics, Statistics

Identifiers—\*Consumer Mathematics, PF Project

Consumer Mathematics II is described as a one-year course for students in grades 9-12 who choose not to take an algebra course, but who need to broaden their mathematical understanding and skills. This curriculum guide is designed to be used in conjunction with a planbook and used as a resource in terms of long-range (semester or year) and short-range (individual lessons) planning. The guide presents everyday consumer situations and provides practice in the required mathematical skills. Student objectives, teaching strategies, references to suggested resources, and suggestions for student evaluation are provided in the guide which covers money management, measurement and estimation, statistics and probability, and pre-algebra topics. In addition to the curriculum guide, this document also contains items particular to the Hamilton Township Schools (New Jersey): (1) a philosophy of mathematics education; (2) a philosophy of education; (3) an equal educational opportunity policy and practices statement; (4) T and E (Thorough and Efficient) goals and standards; and (5) a secondary grades marking policy. A five-item bibliography is followed by brief appendices containing career education information. (JW)

ED 239 845 SE 041 787

Mathematics Activities, Level Nine. Teacher's

Guide.

Philadelphia School District, Pa. Office of Curriculum and Instruction.

Pub Date—82

Note—85p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Arithmetic, \*Continuous Progress Plan, Elementary Education, \*Elementary School Mathematics, Fractions, Geometry, Learning Activities, \*Mathematics Instruction, Measurement, Problem Solving, \*Sequential Learning, Teaching Guides, Teaching Methods, Whole Numbers

Identifiers—PF Project

This teacher's guide is the ninth in a set of 20 activity booklets for teaching mathematics to children in grades 1-8. The 20-level curriculum embodies carefully delineated areas of learning arranged in progressive stages, eliminating grade restrictions and permitting continuous growth according to the

individual's ability and rate of learning. The activities are designed to be motivating and enjoyable and reflect the instructional philosophy of moving a student from the concrete experience through the abstract application of mathematics concepts and skills. The level nine booklet contains activities and teaching suggestions for numeration, whole numbers, fractions, measurement, organizing and interpreting data (graphs, charts, and tables), geometry, and problem solving. (JW)

ED 239 846

SE 042 216

Tolman, Richard R.

Innovations: The Social Consequences of Science and Technology. Final Evaluation Report.

Biological Sciences Curriculum Study, Boulder, Colo.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—NSF/SED-81007

Pub Date—81

Grant—SED-79-18968

Note—24p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*College Science, \*Curriculum Development, \*Formative Evaluation, Higher Education, High Schools, Interdisciplinary Approach, \*Material Development, Resource Materials, Science Education, \*Secondary School Science, Social Studies, \*Technology, Units of Study

Identifiers—National Science Foundation, \*Science And Society

The Biological Sciences Curriculum Study designed, developed, and field-tested a series of nine curriculum resource units for a semester program called "Innovations: The Social Consequences of Science and Technology (IST)." The units were designed for use by students and teachers in the 11th and 12th grades and at the junior college level: either in existing science or social studies courses; or as the basis of an interdisciplinary course of science, society, and technology. Unit topics include: science, technology, and society; television; low-head hydropower; day care; energy-technologies, dilemmas and options; human reproduction; computers and privacy; biomedical technology; and food technology. Presented in this final report are criteria used in identifying topics of interests, an overview of formative evaluation procedures, content reviews, information on field tests, and student and teacher feedback for each unit. Findings indicate that units were enthusiastically received by both students and teachers and that, as a result of formative evaluation data collected, information was provided for revising the experimental materials to produce a commercially available product. (JN)

ED 239 847

SE 043 696

A Revised and Intensified Science and Technology Curriculum Grades K-12 Urgently Needed for Our Future. Recommendations of the Conference on Goals for Science and Technology Education Grades K-12 (Washington, District of Columbia, March 11-13, 1983).

National Science Foundation, Washington, DC. National Science Board Commission on Precollege Education in Mathematics, Science and Technology.

Pub Date—83

Note—37p.

Pub Type—Collected Works - Proceedings (021) —

Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Biology, Chemistry, \*Curriculum Development, Educational Improvement, Elementary School Science, Elementary Secondary Education, \*Engineering Education, Financial Support, Physical Disabilities, Physics, \*Science Curriculum, \*Science Education, Science Instruction, Secondary School Science, \*Teacher Education, \*Technology

Identifiers—National Science Foundation

Using available data and analyses on the current situation in science and technology education, it was determined that science and technology education in the United States is lacking in two critical areas: recruitment and training of scientists and engineers, and nurturing a general scientific/technological literacy useful in all facets of daily life. Leading causes for these deficits are: too little classroom time in those subjects; inadequate curriculum materials which emphasize applications, interest, involvement, and problem-solving; and the decline in numbers of qualified science teachers and students preparing for the profession. Recommendations to

remedy the problem include: requiring almost daily science and technology studies for everyone in kindergarten through grade 12; development of new curricular materials and wider use of some presently available materials; inservice education, preparation, and technical support through science specialists, regional centers, and contacts in science and industry; and recruiting and retaining more competent science teachers through increased professional satisfaction, participation in curriculum development, and additional pay. (Appendices include reports of working groups on: elementary school science; middle school science; biology, chemistry, physics, and engineering education; informal education; K-12 curriculum; integrating mathematics, science, and technology; technology in teaching; curriculum development; teacher preparation-K-8; teacher preparation-6-12; support for implementation/change; and the physically disabled.) (JM)

ED 239 848

SE 043 750

Meeting Technology and Manpower Needs through the Industry/University Interface. An Aerospace Industry Perspective.

Aerospace Industries Association of America, Inc., Washington, D.C.

Pub Date—May 83

Note—45p.; A publication of the Aerospace Research Center. Published in cooperation with the Aerospace Technical Council.

Available from—Aerospace Industries Association of America, Inc., 1725 DeSales St., N.W., Washington, DC 20036.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Aerospace Industry, \*College Science, \*Engineering Education, Federal Legislation, Government Role, Higher Education, \*Labor Demands, Research and Development, \*School Business Relationship, Science Education, Surveys, \*Technology

The Aerospace Industries Association (AIA) examined its member companies and their existing university relationships as an initial step in the process of strengthening these ties. Information drawn from background research, interviews (with company representatives and university, government, and private sector spokesmen), and a formal survey of AIA member companies was used to ascertain the type and extent of AIA member company/university linkages, to explore the effectiveness of these relationships, and to identify ways in which they might be strengthened and expanded. Following an executive summary and recommendations for action, the report considers: (1) national concerns centering on science and technology (relationship of research and development to economic growth and international trade competitiveness, demand for engineers for defense and civilian needs, state of today's engineering education, and changes in government/university/industry interface); (2) advantages and barriers to industry/university interface; (3) possible industry/university relationships, focusing first on industry-to-university relationships (educational grants, scholarships, fellowships, and other graduate programs, in-house programs, and unrestricted gifts), and then on university-to-industry relationships (industrial associates programs, faculty consulting, research/development contracts, cooperative research/educational programs and research consortia); (4) issues (applying industry's resources, the government role, the responsiveness of the academic community, and whether reasoned decisions can be based on available facts); and (5) legislation. A summary of the AIA industry/university relations survey is also provided. (JN)

ED 239 849

SE 043 757

Vetter, Betty M.

Supply and Demand for Scientists and Engineers.

Second Edition.

Scientific Manpower Commission, Washington, D.C.

Pub Date—Jan 82

Note—55p.

Available from—Scientific Manpower Commission, 1776 Massachusetts Ave., N.W., Washington, DC 20036 (\$25.00 each, quantity price \$15.00 each).

Pub Type—Reports - General (140)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—College Science, \*Employment Patterns, \*Employment Projections, Engineering, Engineering Education, \*Engineers, Higher Edu-

cation, \*Labor Demands, \*Labor Supply, Para-professional Personnel, Research and Development, Science Education, Sciences, \*Scientists, Surveys

This report, which includes 51 tables and charts, examines past, present, and future imbalances in the supply of and demand for scientists and engineers. The supply is assessed by source and by field, and compared with current and short-range demand for new graduates and for experienced scientists and engineers, including assessment of the increasing participation of women and foreign nationals in degree output. Fields considered include: engineering; physics; geosciences; chemistry; mathematics, statistics, and computer science; life sciences; and social and behavioral sciences. Surveys projecting supply/demand imbalances (for college graduates, for scientists and engineers, for professional and technical workers, in the electronics industry, and in magnetic fusion energy) over the next decade are also examined and compared. Where differences of opinion exist about future supply and utilization, attempts are made to reconcile or explain those differences of opinion, or to supply additional assessment. One conclusion reported is that although the supply of most scientists (with the exception of computer scientists) appears to have caught up with, and generally exceeded the number of job opportunities in science, actual employment continues to be low among scientists relative to employment of other groups with similar amounts of education and training. (JN)

ED 239 850 SE 043 758

Rattray-Wood, Laurie, Ed. Ferguson, Peter, Ed. *Research in Science Education. Volume 12. Proceedings of the Annual Conference of the Australian Science Education Research Association (13th, Macquarie University, Sydney, Australia, May 1982).*

Australian Science Education Research Association.

Pub Date—May 82  
Note—164p.; For related document, see SE 043 770.

Available from—Subscriptions available from Business Manager, Faculty of Education, Monash University, Wellington Rd., Clayton, Victoria, 3168, Australia.

Journal Cit—Australian Science Education Research Association: Research in Science Education; v12 May 1982

Pub Type—Reports - Research (143) - Collected Works - Proceedings (021)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Attitude Change, \*Cognitive Processes, Computer Simulation, \*Concept Formation, Elementary Secondary Education, Environmental Education, Higher Education, Learning, Medical Students, Problem Solving, Science Curriculum, \*Science Education, \*Science Instruction, Scientific Attitudes, \*Student Attitudes, Teacher Attitudes, Textbooks

Identifiers—\*Australia, Concept Mapping, \*Science Education Research

This publication contains a selection of science education research papers, beginning with an overview of trends in science education cognitive developmental research and theory in the United Kingdom. Papers that follow focus on developments in studies of thinking and reasoning, including work on concept mapping and conceptual change. Closely associated are papers focusing on teaching and learning, including studies on teachers, students, or both teachers and students, relating to verbal and non-verbal classroom communication; effect of teacher background on performance; differences in problem-solving performances; effects of instruction on understanding; and computer simulation as a means to aid concept development. Additional papers are representative of work on attitudes and perceptions. These include use of commonality analysis in analyzing teachers' attitudes and practice toward primary science, medical school students' perceptions of science, study of scientific attitudes of science educators who study scientific attitudes, students' attitudes toward conservation of environment and environmental issues, and others. The final paper uses an analysis of earlier science textbooks to identify a trend away from seeing "nature" as a symbol of performance, such that observed complexities and changes in the meaning of the symbol can be more readily accepted. (JN)

ED 239 851 SE 043 759

Malcom, Shirley Mahaley, Comp. And Others

Programs in Science for Minority Students, 1960-1975.

American Association for the Advancement of Science, Washington, DC. Office of Opportunities in Science.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—AAAS-76-R-10

Pub Date—Sep 76

Grant—NSF-SED-75-16834A01

Note—195p.

Available from—AAAS Office of Opportunities in Science, 1776 Massachusetts Ave., N.W., Washington, DC 20036.

Pub Type—Reports - Descriptive (141) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Agriculture, Biological Sciences, Elementary Secondary Education, \*Engineering, Engineering Education, Health Occupations, Higher Education, Mathematics Education, Medical Education, \*Minority Groups, Physical Sciences, \*Program Descriptions, Science Careers, \*Science Education, \*Science Programs, \*Sciences, Social Sciences, Technical Education

Identifiers—National Science Foundation

This document provides an alphabetical list of programs designed to improve the science education of minority groups and to increase their participation in science and science-related careers. Minority refers to such racial and/or ethnic groups as Blacks, Chicanos/Mexican Americans, Native Americans/American Indians, and Puerto Ricans. Programs in science include the physical and biological sciences; engineering and technical fields; health sciences; agriculture; science education and counseling; and some social sciences such as anthropology, psychology, and geography. Projects to improve mathematics competence were included only when they were an integral part of a larger program to improve scientific capabilities of minority students. Each entry includes an alphabetical number, program title, discipline, location, educational level, minority group involved/targeted, program dates, amount of funding, source of funds, number of participants, description, and name/address of contact person. An overview of the inventory (including scope; methodology; and descriptive profile by disciplines, minority group, educational levels, and program costs), description of programs illustrating approaches taken to increase minority participation, comments on using the inventory, and an annotated bibliography of other program inventories are provided. Also provided are three indices: an alphabetical listing of programs and a breakdown of programs by educational level and by discipline. (JN)

ED 239 852 SE 043 760

Phillips, Jan

Caves: A Course of Study.

Pub Date—[83]

Note—10p.; Prepared at the College School of Webster Groves, MO.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Art Activities, \*Crystallography, Elementary School Science, Elementary Secondary Education, Field Trips, \*Geology, Middle Schools, \*Science Activities, Science Education, Science Instruction, \*Secondary School Science, \*Thematic Approach, Writing (Composition)

Identifiers—\*Caves

Middle school students from The College School, a private school in Webster Groves (Missouri) have completed a class called "Caves and Crystallography." A thematic approach was used in the course in which students and teachers read books telling how caves were formed, saw movies which explained the delicate balance of life underground, made several crystals typical of the calcite formations seen in the caves, and spent 1 day a week exploring wild caves. In addition, two overnight trips were held, one of which involved spending 24 hours underground. An outline of literature, handouts, movies, written experiences, art projects, and science projects is included. (JN)

ED 239 853 SE 043 764

The Roles of Science and Technology in General and Continuing Education. Proceedings of the Conference of the Association of American Colleges (Washington, District of Columbia, December 16-18, 1979).

Association of American Colleges, Washington, D.C.

Pub Date—[80]

Note—36p.; Brown ink on colored paper may effect reproducibility.

Available from—Association of American Colleges, 1818 R St., N.W., Washington, DC 20009 (limited supply available from AAC).

Pub Type—Collected Works - Proceedings (021) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Continuing Education, Curriculum Design, \*Curriculum Development, Developing Nations, Financial Support, \*General Education, Higher Education, Science Education, Science Instruction, \*Sciences, Technical Education, \*Technology, \*Technology Transfer

This conference focused on issues and topics related to the roles of science and technology in general and continuing education. The keynote address is entitled "Technology Transfer to the Third World: The Critical U.S. Challenge for the Eighties" (William Eilers). The section on perspectives on the public understanding of science includes the titles "Prolegomena" (Daniel Greenberg) and "Icarus and Daedalus" (John Clayton and Harold Hodgkinson). The section on the roles of science and technology in general education contains "What We Know and What We Need to Know" (Earl Hanson); "Science and Technology in General Education" (Anna Harrison); "On Teaching about Science" (Dorothy Nelkin); "Technical Education" (John Truxal); "A Design for a General Technology Course" (Robert Wheeler); and "Basic Science and the Liberal Arts" (Elizabeth Wood). The final section, an agenda for action, summarizes four types of continuation activities (including dissemination conferences and skills development workshops) and other measures to foster the design and implementation of new instruction in this area. The need for financial support is also briefly considered. (JN)

ED 239 854 SE 043 765

Microelectronics in the Curriculum—The Science

Teacher's Contribution.

Association for Science Education, Cambridge (England).

Pub Date—Mar 82

Note—14p.; Prepared by the Microelectronics and Science Education Sub-Committee.

Available from—Association for Science Education, College Lane, Hatfield, Herts, AL 109AA England.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Computer Science, \*Course Content, \*Curriculum Development, Educational Objectives, Science Education, Secondary Education, \*Secondary School Science, Systems Approach

Identifiers—Association For Science Education,

\*Great Britain, \*Microelectronics

Rapid advances in microelectronics over the past few years have generally been beneficial, but they have also created some problems, and questions must be asked about the philosophy for including aspects of the new technology in the school curriculum. This statement, prepared by the Microelectronics and Science Education Subcommittee of the Association for Science Education (ASE) and centered on the belief that all students should be introduced to the subject, is intended to serve as a stimulus for discussing the many educational, vocational, and social issues raised by rapid advances in the field. The statement is in three parts under the headings of (1) the new technology within the school curriculum; (2) microelectronics within the science curriculum; and (3) microelectronics: role of the ASE. The first part considers the importance of microelectronics, microelectronics topics, the need to reach all students, implementing microelectronics into curricula, and provisions for specialist courses and children with high quality characteristics. The second part focuses on the role of science and related departments, microelectronics topics in science, "components" versus the "systems" approach, diversity within schools, and suggestions for discussion. The final part considers the role and importance of the ASE in implementing microelectronics courses and programs. Each part concludes with a list of recommendations. (JN)

ED 239 855 SE 043 766

Yeatts, Catherine Nickel, Kenneth

The 1983 Survey of Mathematics and Science

Teachers in the Fifty States.

Pub Date—[83]

Note—18p.; Some pages may contain marginal legi-

bility.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Science Education, Employment Patterns, Mathematics Teachers, Science Teachers, Secondary Education, Secondary School Mathematics, Secondary School Science, Teacher Certification, Teacher Distribution, Teacher Education, Teacher Employment, Teacher Recruitment, Teacher Shortage, Teacher Supply and Demand

A survey instrument was sent to state departments of education requesting information on: (1) teacher preparation in science and mathematics education; (2) teacher availability in these areas; (3) secondary science and mathematics curricula; and (4) recommendations for alleviating any shortages of mathematics and science teachers. Responses from all 50 states are reported and discussed. Among the findings included are those indicating: a 15-25 required credit hour range for junior high school mathematics (JHM) certification and a required credit hour range of 20-25 hours for senior high mathematics (SHM), senior high science (SHS), and junior high science (JHS); that 80 percent of states have provisions to waive/modify requirements for emergency certification; that an inadequate supply of teachers exists in most fields, expressed in percentage of shortage (JHM-75.5 percent, JHS-62.5 percent, SHM-80 percent, and SHS chemistry and physics-82.2 percent); that there is an adequate supply of biology teachers; that 60 percent expected decreased teacher supply in most areas except biology; and that respondents indicated computer science is offered in some form. Among the recommendations for alleviating teacher shortages are those related to financial considerations, recognition of special service, and provisions for retired certified teachers to teach part-time. (Complete survey results on a copy of the survey form are included.) (JM)

ED 239 856 SE 043 767

Artino, Ralph A. *Comp. And Others*

The Contest Problem Book IV. Annual High School Examinations 1973-1982. New Mathematical Library, Volume 29.

Mathematical Association of America, Washington, D.C.

Report No.—ISBN-0-88385-629-8

Pub Date—82

Note—198p.

Available from—New Mathematical Library, 1529 18th St., N.W., Washington, DC 20036.

Pub Type—Guides - General (050) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Answer Keys, Competition, High Schools, \*Mathematical Enrichment, \*Problem Sets, \*Problem Solving, \*Quantitative Tests, Secondary Education, \*Secondary School Mathematics, Talent

Identifiers—Annual High School Mathematics Examinations, Mathematical Association of America, \*Mathematics Contests, \*Solution Methods This volume contains the Annual High School Mathematics Examinations given 1973 through 1982, supplementing three previous compilations. The examinations provide challenging problems which teach, stimulate, and provide enjoyment for both participants and readers. In addition to presenting the ten examinations, consisting of 35 problems for the 1973 examination and 30 problems for the others, the answer keys are given and solutions are delineated. (MNS)

ED 239 857 SE 043 768

Pollack, Seymour V., Ed.

Studies in Mathematics, Volume 22. Studies in Computer Science.

Mathematical Association of America, Washington, D.C.

Report No.—ISBN-0-88385-124-5

Pub Date—82

Note—404p.

Available from—Mathematical Association of America, 1529 18th St., N.W., Washington, DC 20036 (\$29.00).

Pub Type—Collected Works - General (020) — Opinion Papers (120) — Reference Materials (130)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Artificial Intelligence, College Mathematics, \*Computation, \*Computer Programs,

Computer Science, \*Computer Science Education, Computer Simulation, \*Data Analysis, Higher Education, Mathematicians, \*Mathematics Education, \*Programming Languages, Statistics Identifiers—Mathematical Association of America, \*Numerical Analysis

The nine articles in this collection were selected because they represent concerns central to computer science, emphasize topics of particular interest to mathematicians, and underscore the wide range of areas deeply and continually affected by computer science. The contents consist of: "Introduction" (S. V. Pollack), "The Development of Computer Science" (S. V. Pollack), "Programming Languages and Systems" (W. E. Ball), "Specifying Formal Languages" (R. V. Book), "Formal Analysis of Computer Programs" (T. W. Pratt), "Computational Complexity" (F. P. Preparata), "Computer Science and Artificial Intelligence" (J. R. Slagle), "The Impact of Computers on Numerical Analysis" (E. R. Buley and R. H. Pennington), "Computer Simulation" (M. Franklin), and "Computational Tools for Statistical Data Analysis" (C. F. Starnner). (MNS)

ED 239 858 SE 043 769

Professional Opportunities in the Mathematical Sciences. Eleventh Edition. A Report for Undergraduate Students of Mathematics.

Mathematical Association of America, Washington, D.C.

Pub Date—83

Note—42p.

Available from—Mathematical Association of America, 1529 18th St., N.W., Washington, DC 20036 (\$1.95 each, 5 or more \$0.95 each).

Pub Type—Guides - General (050) — Reports - General (140)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Career Choice, \*College Mathematics, \*Employment Opportunities, Higher Education, Mathematical Applications, \*Mathematicians, \*Occupations, Professional Personnel, Secondary Education, Secondary School Mathematics, \*Undergraduate Students Identifiers—Mathematical Association of America, \*Mathematical Sciences

This report is intended to give an indication of the variety of careers available to persons with interest and preparation in the mathematical sciences. Each part focuses on a particular class of professions, with necessary training as well as the character of the work and general conditions of employment described. Parts I through V deal with five areas in which the application of mathematics plays a major role: applied mathematics and engineering, computer science, operations/research, statistics, and the actuarial professions. Part VI deals with applications of mathematics to model building in other disciplines such as social sciences and biology. Parts VII and VIII are organized around the type of employer, with the first devoted to the teaching of mathematics at all levels and the second discussing the role of the mathematician in government, business, and industry. Part IX describes the value of an undergraduate degree in mathematics as preparation for a number of other professions not necessarily thought of as mathematical, such as business or law. In Part X, a list of references to publications and professional societies is given. (MNS)

ED 239 859 SE 043 770

Tisher, Richard P., Ed.

Research in Science Education. Volume 13. Proceedings of the Annual Conference of the Australian Science Education Research Association (14th, University of Waikato, New Zealand, May 1983).

Australian Science Education Research Association.

Pub Date—May 83

Note—251p.; For related document, see SE 043 758.

Available from—Subscriptions and other orders available from Business Manager, Faculty of Education, Monash University, Clayton, Victoria, 3168, Australia.

Journal Cit—Australian Science Education Research Association: Research in Science Education; v13 May 1983

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Academic Achievement, Attitude Measures, \*Cognitive Processes, \*Concept Formation, Elementary Secondary Education,

Higher Education, Learning, Reading Research, \*Science Education, \*Science Instruction, Scientific Attitudes, \*Student Attitudes, Textbooks Identifiers—Australia, Concept Mapping, \*Science Education Research

This publication contains a review of trends in research over the past decade followed by 24 studies focusing on cognitive structure, instructional strategies, curricular issues, and attitudes. Among the specific areas investigated are: concept maps as reflectors of conceptual understanding; equations, translations, and number skills in learning chemical stoichiometry; responses to diagnostic, multiple-choice, physics items; children's explanations of natural phenomena; reading and the science learner; students' understanding of space, velocity, and acceleration; student beliefs about place value and decimals; beginning student teachers' opinions about teaching primary science; teacher behaviors and student task involvement within small group and individual activity settings; cognitive preferences and chemistry achievement; investigatory learning in elementary school science; hands-on science program for the intellectually immature high school student; implications of research on alternative frameworks for science teacher education; dimensions of cognitive demand; attainment of an attitudinal objective (belief in the value of community and personal health); arrows in science diagrams; origin and development of the modern science textbook; and use of a repertory grid technique to analyze students' reactions to science. Each study includes rationale, methodology, results, and conclusions. (JN)

ED 239 860 SE 043 771

Pijar, Mary Lou, *Comp. And Others*

Source Book of Educational Materials for Diagnostic Medical Ultrasound. Radiological Health Series.

Food and Drug Administration (DHHS/PHS), Washington, D.C.

Report No.—FDA-83-8210

Pub Date—Aug 83

Note—75p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Anatomy, \*Audiovisual Aids, Cardiovascular System, \*Clinical Diagnosis, Computer Science, \*Diagnostic Tests, Higher Education, \*Instructional Materials, Mathematics, Medical Education, \*Medicine, Obstetrics, Ophthalmology, Pediatrics, Physics, Physiology, Publications, Resource Materials, Science Education Identifiers—\*Imaging, \*Medical Diagnostic Ultrasound

This report is a compilation of educational materials that are available in the field of diagnostic medical ultrasound. Materials, which include publications, audiovisual aids, and teaching aids, are listed under the following categories: abdominal imaging; anatomy and physiology; anatomy and embryology; bioeffects; cardiology and vasculature; computer science and mathematics; diagnostic ultrasound; multi-mode imaging; obstetrics and gynecology; ophthalmic imaging; pediatric imaging; physics; quality assurance; and references. Each entry includes title, date of publication, and cost. In addition, most entries contain a brief annotation. A list of miscellaneous publications and a directory of sources with names and addresses of publishers, manufacturers, and producers of the materials are included. The compilation is intended for use by federal, state, and local radiological health personnel, professional societies with an interest in ultrasound, and directors of schools of ultrasound. (JN)

ED 239 861 SE 043 774

Climbing the Ladder: An Update on the Status of Doctoral Women Scientists and Engineers.

National Academy of Sciences - National Research Council, Washington, DC. Office of Scientific and Engineering Personnel.

Report No.—ISBN-0-309-03341-1

Pub Date—83

Note—108p.; For a related document, see ED 180 332.

Available from—National Academy Press, 2101 Constitution Ave., N.W., Washington, DC 20418 (\$8.95 paper copy).

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)



**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—Career Ladders, College Faculty, College Science, \*Doctoral Degrees, Employment Patterns, \*Engineers, \*Females, Higher Education, Industry, \*Labor Supply, Males, Postdoctoral Education, \*Scientists, Sex Differences

This report updates a 1977 study (which explored the status of women in faculty, postdoctoral, and advisory posts) and examines any changes in the status of women faculty between 1977 and 1981. Drawing on more limited data, it also examines their situation in industry. Data for the report were obtained primarily from the 1981 Survey of Doctorate Recipients and 1980 Survey of Earned Doctorates conducted by the National Research Council (NRC). The report is organized into five chapters, beginning with an examination of the number of women in the science/engineering pipeline and recent trends in the proportion of college women planning careers as scientists. In chapter 2, the characteristics of new doctorate recipients are described. Chapter 3 presents data on patterns of postdoctoral appointments for recent Ph.D.s. The comparative status of men and women faculty, including their rank, tenure, and salary profiles, is discussed in chapter 4. Chapter 5 briefly examines the employment patterns of doctoral women in industry and whether the picture has changed since 1977. Copies of the questionnaire used in the two NRC surveys, a summary of the evidence related to the status of women scientists, and recommendations for improving their situation are included. (JN)

**ED 239 862** SE 043 775

**State-by-State Summary of the Requirements for Engineering Registration.**  
National Society of Professional Engineers, Washington, D.C.  
Pub Date—83  
Note—24p.

Available from—National Society of Professional Engineers, 2029 K St., N.W., Washington, DC 20006.

**Pub Type**—Guides - General (050)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—\*Certification, \*Engineering, \*Engineering Education, Engineers, Postsecondary Education, Qualifications, \*State Legislation

**Identifiers**—\*Engineering Registration

A review of the state requirements for engineering education reveals that the laws vary a great deal from state to state. Many laws contain special peculiarities that reflect various opinions about what constitutes the appropriate credentials for registration and reflect differing views concerning the methods as well as the importance of examinations. Therefore, a state-by-state summary of the significant portions of the registration laws is provided. These requirements are listed under the following categories (when applicable) for each state: (1) requirements for certification as an engineer-in-training (EIT) or engineer-intern (EI); (2) requirements for registration as a professional engineer (PE); (3) requirements and methods for registration under a "long-established practice (LEP) clause"; and (4) requirements for registration under an "eminence" (E) clause. Some general factors to keep in mind when using the summary are included. (JN)

**ED 239 863** SE 043 778

**Records of Achievement. NASA Special Publications.**

National Aeronautics and Space Administration, Washington, D.C.

Report No.—NASA-SP-470

Pub Date—83

Note—143p.

Available from—National Technical Information Service, 5285 Port Royal Rd., Springfield, VA 22161.

**Pub Type**—Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC06 Plus Postage.**

**Descriptors**—\*Aerospace Technology, Biology, Chemistry, Computer Science, \*Conference Proceedings, Engineering, Engines, Geology, Mathematics, \*Publications, \*Scientific Research, Social Sciences, \*Space Exploration, \*Space Sciences

**Identifiers**—\*National Aeronautics And Space Administration

When Congress created the National Aeronautics and Space Administration (NASA) 25 years ago, it directed that information derived from the agency's pursuit of knowledge through space exploration and

aeronautical research be made available to all Americans. This has been accomplished through a series of scientific and technical publications. One series, NASA Special Publications, includes mission reports, aerodynamic treatises, structural analyses, planetary atlases, conference proceedings, extensive reference materials, and other material whose scope and significance outgrew the bounds of customary research reports and journal articles. This document provides lists of all Special Publications that NASA has published since the series began in 1961. Entries are presented under the following categories: general publications; handbooks and data compilations; technology utilization; management evaluation and analysis standards; bibliographies; space vehicle design criteria; specifications; reference publications; and conference publications. Each entry includes title, author(s), publication date and number, number of pages, original sales source, and (when appropriate) a brief annotation. Entries are also listed by document number in a subject index. Subject index categories include: aeronautics; astronautics; chemistry and materials; engineering; geosciences; life sciences; mathematical and computer sciences; physics; social sciences; and space sciences. (JN)

**ED 239 864** SE 043 779

**Fey, James T., Ed. And Others**

**Computing and Mathematics. The Impact on Secondary School Curricula. Report of a Conference Sponsored by the National Science Foundation (College Park, Maryland, October, 1982).**

National Council of Teachers of Mathematics, Inc., Reston, Va.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—ISBN-0-87353-212-0

Pub Date—84

Grant—NSF-SED-80-24425

Note—100p.

Available from—National Council of Teachers of Mathematics, 1906 Association Dr., Reston, VA 22091 (\$7.50 each, 10 or more 20% off list price).

**Pub Type**—Collected Works - Proceedings (021)

**Document Not Available from EDRS.**

**Descriptors**—Algebra, Algorithms, Calculus, \*Computer Oriented Programs, \*Conference Papers, \*Educational Change, Geometry, \*Mathematics Curriculum, \*Mathematics Instruction, Secondary Education, \*Secondary School Mathematics

**Identifiers**—Discrete Mathematics, National Council of Teachers of Mathematics, National Science Foundation

The papers in this report represent the imagination, analysis, and experiences of many people involved in recent curricular studies in secondary school mathematics. It differs from reports that seek broad agreement on conservative, traditional curricula, representing instead the point of view of those working with emerging electronic technology that this technology offers striking opportunities and challenges to reshape content and pedagogy. The introductory chapter considers the potential impact of the new information technologies in relation to mathematics, setting the stage for the other papers. These address the impact of computing on algebra, geometry, calculus, and discrete mathematics and algorithmic methods. A sixth chapter considers prospects and strategies for change in school mathematics. A bibliography is included. (MNS)

**ED 239 865** SE 043 820

**Cheek, Helen Neely, Ed. And Others**

**Handbook for Conducting Equity Activities in Mathematics Education.**

National Council of Teachers of Mathematics, Inc., Reston, Va.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—Jan 84

Grant—NSF-SED-8160399

Note—120p.

Available from—National Council of Teachers of Mathematics, Inc., 1906 Association Dr., Reston, VA 22091 (single copies free while supply lasts).

**Pub Type**—Speeches/Meeting Papers (150) —

Guides - Non-Classroom (055)

**EDRS Price - MF01/PC05 Plus Postage.**

**Descriptors**—American Indians, Black Students, Conference Papers, English (Second Language), \*Equal Education, Ethnic Groups, \*Females, Hispanic Americans, \*Mathematics Education, Mathematics Instruction, \*Minority Groups, \*Program Descriptions, Surveys, Workshops

**Identifiers**—National Council of Teachers of Math-

ematics, National Science Foundation

The materials in this publication were originally prepared for a set of conferences on Equity in Mathematics, organized by the National Council of Teachers of Mathematics with funding from the National Science Foundation. It is suggested that these materials may assist supervisors, teacher trainers, administrators, and teachers to design and conduct activities to promote mathematics equity. Among the papers included are those on planning a conference, successful intervention programs, workshops on strategies for promoting equity, and equity survey questions. Appendix A presents state-of-the-art papers on mathematics and Blacks, girls, Hispanics, language minority students, and Native Americans. A resource list of publications, materials, and organizations and a list of conference participants are also included. (MNS)

**ED 239 866** SE 043 821

**Howard, Bessie**

**Mathematics Teacher Resource Development. Final Report 1982-83. E.C.I.A. Chapter 2.**

District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance.

Pub Date—Dec 83

Note—84p.

Available from—District of Columbia Public Schools, Division of Quality Assurance, Research Information Center, 415 12th St., N.W., Suite 1013, Washington, DC 20004.

**Pub Type**—Guides - General (050)

**EDRS Price - MF01/PC04 Plus Postage.**

**Descriptors**—Course Descriptions, Educational Planning, Elementary School Teachers, Elementary Secondary Education, Evaluation, \*Inservice Teacher Education, \*Mathematics Instruction, \*Mathematics Teachers, Needs Assessment, \*Program Descriptions, Secondary School Teachers, \*Teacher Certification, Teacher Education, \*Teacher Shortage

**Identifiers**—District of Columbia

This final report on the Mathematics Teacher Resource Development project of the District of Columbia schools identifies the background and project objectives, with a description of the project; outlines the external evaluation design; and describes the results. The target population consisted of teachers needing courses to meet mathematics certification requirements, mathematics teachers needing to upgrade their skills, and potential mathematics teachers for recruiting to District schools. The plan included courses offered through cooperation with local universities as well as the District Mathematics Department, with teachers demonstrating skills acquired. A symposium and other methods assisted in the recruitment of teachers. Staff development and credit courses were taken by 167 teachers, with the enrollment in 11 certification courses totaling 92. So far, 61 teachers have earned credit toward certification as mathematics teachers. Appendices present the evaluation model scheme, training support survey forms, needs assessment forms and results, samples of mathematics course offerings, the symposium agenda and committees, recruitment and placement plan, training plan, comprehensive plan for mathematics education, self-evaluation survey forms, and courses in the certification program. (MNS)

**ED 239 867** SE 043 822

**Carrs, Marjorie, Ed. Osborne, Alan, Ed.**

**Applying Problem Solving. Readings in Mathematics Curriculum and Instruction for Australian Schools. Australian Mathematics Education Program.**

Curriculum Development Centre, Canberra (Australia).

Report No.—ISBN-0-642-53145-5

Pub Date—Jun 82

Note—63p.

Available from—The Curriculum Development Centre, P.O. Box 52, Dickson, Australia, 2601.

**Pub Type**—Guides - General (050) — Collected Works - General (020)

**EDRS Price - MF01/PC03 Plus Postage.**

**Descriptors**—Educational Planning, Elementary Secondary Education, Learning, \*Mathematical Applications, Mathematical Models, \*Mathematics Curriculum, \*Mathematics Education, \*Mathematics Instruction, \*Problem Solving, Teaching Methods

**Identifiers**—\*Australia

Mathematical skills and reasoning and their applications are considered as forming one of the basic and essential areas of knowledge and experience

that should be available to all Australian children. This collection of essays explaining problem solving in mathematics as an organizing theme for current and future curriculum development is a means of informing people of the centrality of the theme and of beginning the essential task of teacher development. Essays consider real problem solving and a problem-oriented curriculum approach; how habituated behaviors and memory contribute to the development of heuristic strategies; using developmental efforts to emphasize problem solving; criteria for real-life problems; important variables in increasing school emphasis on mathematical modeling; and selecting content based on adult needs and immediate interests. Finally, a position paper on problem solving is given. (MNS)

ED 239 868 SE 043 824

Smolensky, Paul

Harmony Theory: A Mathematical Framework for Stochastic Parallel Processing. California Univ., San Diego, La Jolla. Inst. for Cognitive Science.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No.—ICS-8306; ONR-8304

Pub Date—Dec 83

Contract—N00014-79-C-0323

Note—26p.; Also sponsored by a grant from the Systems Development Foundation.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cognitive Processes, \*Cognitive Structures, Computer Simulation, Environment, \*Information Processing, Learning, \*Learning Theories, \*Mathematical Models, Perception, \*Psychological Studies, Sensory Integration. Identifiers—Harmony, Parallel Processing, Stochastic Parallel Computation

This paper presents preliminary results of research founded on the hypothesis that in real environments there exist regularities that can be idealized as mathematical structures that are simple enough to be analyzed. The author considered three steps in analyzing the encoding of modularity of the environment. First, a general information processing task for a cognitive system, "completion," is described. Second, the entities of schemas for encoding the environmental modules and how they are used by the cognitive system to perform its task are discussed. Finally, a criterion for how the encoding of the environment into schemas should be done is presented. The paper is divided into sections on Completions and Schemas, Harmony and Computational Temperature, Cooling the System, Cognitive Crystallization, Schema Selection, Perceptual Grouping, Rules versus Instances, and Higher Level Analyses. An appendix presents the Formal Framework of Harmony Theory. A list of other reports and personnel is also included. (MNS)

ED 239 869 SE 043 825

Irby, Bobby N. And Others

Marine Habitats. Man and the Gulf of Mexico Series.

Mississippi-Alabama Sea Grant Consortium, Ocean Springs, Miss.

Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.

Report No.—ISBN-0-87805-202-X; MAGSP-82-007(2)

Pub Date—84

Grant—NA81AA-D-00050

Note—84p.; For a related document, see SE 043 826.

Available from—University Press of Mississippi, 3825 Ridgewood Rd., Jackson, MS 39211.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Animals, \*Ecology, High Schools, \*Marine Education, Physical Environment, \*Science Activities, Science Education, \*Secondary School Science, Vocabulary Skills, \*Wildlife. Identifiers—Alabama, \*Habitats, Mississippi

"Man and the Gulf of Mexico (MGM)" is a marine science curriculum developed to meet the marine science needs of tenth through twelfth grade students in Mississippi and Alabama schools. This MGM unit, which focuses on marine habitats, contains an introduction (with unit objectives and brief introductory comments) followed by five sections, each focusing on a particular marine habitat. Habitats considered include: the salt marsh; the mud flat; the sound; the beach; and barrier islands. All sec-

tions include a statement of concept(s) to be learned, objectives, and one or more science activities. Objectives, procedures, and background material are provided for these activities which investigate: diversity in ecosystems; salt marshes; mud flat communities; marine organisms and osmotic tolerance; breathing rate of fish as affected by water tolerance; beach and dune communities; particle distribution on sandy beaches; and six barrier islands off the Mississippi/Alabama gulf coast. In addition, sections on the salt marsh, mud flat, sound, and beach habitats contain one or two vocabulary activities as well as vocabulary lists. (JN)

ED 239 870 SE 043 826

Irby, Bobby N. And Others

Marine and Estuarine Ecology. Man and the Gulf of Mexico.

Mississippi-Alabama Sea Grant Consortium, Ocean Springs, Miss.

Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.

Report No.—ISBN-0-87805-201-1; MAGSP-82-007(1)

Pub Date—84

Grant—NA81AA-D-00050

Note—94p.; For a related document, see SE 043 825.

Available from—University Press of Mississippi, 3825 Ridgewood Rd., Jackson, MS 39211.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Animals, Classification, \*Ecology, High Schools, \*Marine Biology, \*Marine Education, \*Science Activities, Science Education, \*Secondary School Science, Vocabulary Skills, Wildlife

Identifiers—Alabama, \*Coastal Zones, \*Estuaries, Mississippi

"Man and the Gulf of Mexico (MGM)" is a marine science curriculum developed to meet the marine science needs of tenth through twelfth grade students in Mississippi and Alabama schools. This MGM unit, which focuses on marine and estuarine ecology, is divided into six sections. The first section contains unit objectives, discussions of the estuarine ecosystem and reasons for classifying organisms, and an activity on using a taxonomic key. The next five sections focus on: (1) plankton; (2) nekton; (3) intertidal organisms and their environment; (4) coastal habitats; and (5) coastal ecology. Each section includes a statement of concept(s) to be learned, objectives, vocabulary activities, vocabulary lists, and (with the exception of the section on nekton) one or more science activities. Objectives, procedures, and list of materials needed are provided for these activities which investigate: plankton bodies; osmosis; snails; population pressures and succession in a laboratory community; relationship of habitat to survival of an organism; diversity of organisms in an aquatic habitat; and the best use for a marsh beach. Activities involving the construction of a plankton net and an artificial ecological system are also included. (JN)

ED 239 871 SE 043 827

Dock, A. W.

The ZIM-SCI Project. Zimbabwe Secondary School Science Project. Progress Report No. 2. Ministry of Education and Culture (Zimbabwe); Zimbabwe Univ., Harare. Dept. of Curriculum Studies.

Pub Date—Dec 83

Note—45p.; Contains a few pages of marginal legibility. For related documents, see SE 043 828-859.

Available from—University of Zimbabwe, P.O. Box MP 167, Mount Pleasant, Harare, Zimbabwe.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Curriculum Development, \*Curriculum Evaluation, Developing Nations, \*Educational Objectives, General Science, Inservice Teacher Education, Material Development, \*Science Curriculum, Science Education, Science Equipment, \*Science Programs, Science Tests, Secondary Education, \*Secondary School Science, Units of Study

Identifiers—\*Zimbabwe Secondary School Science Project

The Zimbabwe Secondary School Science Project (ZIM-SCI) was started in 1981 with the aim of developing a low-cost science course which could be taught during the first 2 years of secondary school

without the aid of qualified teachers and conventional laboratories. Project activities included developing student study guides, corresponding teaching guides, and science kits, implementing and evaluating the course, and other efforts to meet the need for a truly scientific science curriculum in a third world context. This report focuses on project activities that took place during 1983. Since circumstances and objectives changed as the project developed, the report attempts to: (1) review overall progress in light of the original conception; (2) examine weak points in the system and strategies devised to strengthen them; and (3) to map out possible lines of development for the future. Among the general areas considered are: implementation efforts; production and distribution of printed materials; establishment of science centers; inservice courses; evaluation; examinations; communication with teachers; staffing; finance; and syllabus development. A list of national and general aims of the project and a copy of the 1983 Zimbabwe Junior Certificate Examination (which ZIM-SCI students currently take) are included in appendices. (JN)

ED 239 872 SE 043 828

Stockmayer, Sue

Learning to be a Scientist. Study Guide. Unit A1. ZIM-SCI, Zimbabwe Secondary School Science Project.

Ministry of Education and Culture (Zimbabwe); Zimbabwe Univ., Harare. Science Education Centre.

Pub Date—Mar 81

Note—47p.; See SE 043 829 for teacher's guide; for related documents, see SE 043 827-859.

Available from—University of Zimbabwe, P.O. Box MP 167, Mount Pleasant, Harare, Zimbabwe.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—General Science, Matter, \*Measurement Equipment, \*Measurement Techniques, \*Science Activities, Science Education, \*Science Experiments, Science Programs, \*Scientific Methodology, Secondary Education, \*Secondary School Science, Units of Study, Weight (Mass). Identifiers—\*Zimbabwe Secondary School Science Project

The Zimbabwe Secondary School Science Project (ZIM-SCI) developed student study guides, corresponding teaching guides, and science kits for a low-cost science course which could be taught during the first 2 years of secondary school without the aid of qualified teachers and conventional laboratories. This ZIM-SCI study guide introduces students to the idea of being a scientist by presenting activities on the difference between use of the five senses and use of equipment to make measurements (part 1), experiments involving use of the senses as well as use of measuring equipment (part 2), and an activity on the diagrammatic treatment of results (part 3). Information to help students understand scientific principles behind the experiments is included. Throughout the unit, students are encouraged to understand that measurements are never perfect, to recognize errors, and to judge how accurate their results might be. Part 1 activities include: using and trusting senses; measuring length, temperature, mass, time, and volume; making a sensitive balance; and calibrating a beaker. Part 2 experiments include mixing different substances; finding a melting point; measuring a pulse rate; and matching sounds. Instructions for presenting experimental results in the form of a histogram are provided in part 3. (JN)

ED 239 873 SE 043 829

Stockmayer, Sue

Learning to be a Scientist. Teacher's Guide. Unit A1. ZIM-SCI, Zimbabwe Secondary School Science Project.

Ministry of Education and Culture (Zimbabwe); Zimbabwe Univ., Harare. Science Education Centre.

Pub Date—Mar 81

Note—44p.; See SE 043 828 for study guide; for related documents, see SE 043 827-859.

Available from—University of Zimbabwe, P.O. Box MP 167, Mount Pleasant, Harare, Zimbabwe.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—General Science, Matter, \*Measurement Equipment, \*Measurement Techniques, Science Activities, Science Education, \*Science Experiments, Science Programs, \*Scientific Methodology, Secondary Education, \*Secondary

School Science, Teaching Methods, Units of Study, Weight (Mass)  
Identifiers—\*Zimbabwe Secondary School Science Project

The Zimbabwe Secondary School Science Project (ZIM-SCI) developed student study guides, corresponding teaching guides, and science kits for a low-cost science course which could be taught during the first 2 years of secondary school without the aid of qualified teachers and conventional laboratories. This teaching guide, designed to be read in conjunction with the related student guide, includes instructional strategies, lists of required materials, laboratory procedures, and other information for activities and experiments which introduce students to the idea of becoming a scientist. These activities and experiments (which focus on the need both for the five senses and for equipment to make measurements, and on the display of experimental results in graphic format) are designed to help students understand that measurements are never perfect, to recognize errors, and to judge how accurate their results might be. Each section in this guide corresponds to a given section in the student study guide. (JN)

ED 239 874 SE 043 830

Hosking, Bunty

Looking at Life. Study Guide. Unit A2. ZIM-SCI, Zimbabwe Secondary School Science Project. Ministry of Education and Culture (Zimbabwe); Zimbabwe Univ., Harare. Science Education Centre.

Pub Date—Apr 81

Note—56p.; See SE 043 831 for teacher's guide; for related documents, see SE 043 827-859.

Available from—University of Zimbabwe, P.O. Box MP 167, Mount Pleasant, Harare, Zimbabwe. Pub Type—Guides - Classroom - Learner (051) EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Animals, \*Biology, \*Classification, General Science, \*Science Activities, Science Education, \*Science Experiments, Science Programs, Secondary Education, \*Secondary School Science, Units of Study  
Identifiers—Plants (Botany), \*Zimbabwe Secondary School Science Project

The Zimbabwe Secondary School Science Project (ZIM-SCI) developed student study guides, corresponding teaching guides, and science kits for a low-cost science course which could be taught during the first 2 years of secondary school without the aid of qualified teachers and conventional laboratories. This ZIM-SCI study guide presents activities and experiments which focus on the characteristics and classification of living things. The major point considered is the number of differences which exist among plants and animals. The study of these differences is used to introduce students to the need for classification. Simple classification exercises based on observed characteristics and activities which involve examining larger animal and plant groupings are included. Other activities include measuring living things, examining normal and random distributions of characteristics, making a collecting net, seeing if plants move, and planting trees. Information to help students understand the scientific principles behind the activities and experiments is also provided. (JN)

ED 239 875 SE 043 831

Hosking, Bunty

Looking at Life. Teacher's Guide. Unit A2. ZIM-SCI, Zimbabwe Secondary School Science Project.

Ministry of Education and Culture (Zimbabwe); Zimbabwe Univ., Harare. Science Education Centre.

Pub Date—Apr 81

Note—53p.; See SE 043 830 for study guide; for related documents, see SE 043 827-859.

Available from—University of Zimbabwe, P.O. Box MP 167, Mount Pleasant, Harare, Zimbabwe. Pub Type—Guides - Classroom - Teacher (052) EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Animals, \*Biology, \*Classification, General Science, \*Science Activities, Science Education, \*Science Experiments, Science Programs, Secondary Education, \*Secondary School Science, Teaching Methods, Units of Study  
Identifiers—Plants (Botany), Zimbabwe Secondary School Science Project

The Zimbabwe Secondary School Science Project (ZIM-SCI) developed student study guides, corre-

sponding teaching guides, and science kits for a low-cost science course which could be taught during the first 2 years of secondary school without the aid of qualified teachers and conventional laboratories. This teaching guide, designed to be read in conjunction with the related student guide, includes instructional strategies, lists of required materials, laboratory procedures, and other information for activities and experiments which focus on the characteristics and classification of living things. The study of these differences is used to introduce students to the need for classification. Simple classification exercises based on observed characteristics and activities which examine larger animal groups are included. Other activities include measuring living things, examining normal and random distributions of characteristics, making a collecting net, seeing if plants move, and planting trees. Each section in this guide corresponds to a given section in the student study guide. (JN)

ED 239 876

SE 043 832

Dube, Peter

What Makes Things Happen? Study Guide. Unit B. ZIM-SCI, Zimbabwe Secondary School Science Project.

Ministry of Education and Culture (Zimbabwe); Zimbabwe Univ., Harare. Science Education Centre.

Pub Date—Mar 81

Note—27p.; See SE 043 833 for teacher's guide; for related documents, see SE 043 827-859.

Available from—University of Zimbabwe, P.O. Box MP 167, Mount Pleasant, Harare, Zimbabwe.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Energy, Fuels, General Science, \*Power Technology, \*Science Activities, Science Education, \*Science Experiments, Science Programs, Secondary Education, \*Secondary School Science, Solar Energy, Units of Study

Identifiers—Alternative Energy Sources, \*Zimbabwe Secondary School Science Project

The Zimbabwe Secondary School Science Project (ZIM-SCI) developed student study guides, corresponding teaching guides, and science kits for a low-cost science course which could be taught during the first 2 years of secondary school without the aid of qualified teachers and conventional laboratories. This ZIM-SCI study guide presents activities and experiments for a 2-week unit on energy. The unit starts by asking students to observe what is happening around them and relates these observations to energy. This is followed by experiments on heat, light, kinetic (motion), electrical, and potential (stored) energy. After these experiments have been completed, the concepts of energy conversions and energy chains are established. Sources of energy are then discussed, starting with food, then coal and oil, and their origin traced to the sun. A final section focuses on alternative energy sources (hydroelectricity and solar energy). Two summaries are included to highlight the important aspects of the unit. Information to help students understand the scientific principles behind the activities and experiments is also provided. (JN)

ED 239 877

SE 043 833

Dube, Peter

What Makes Things Happen? Teacher's Guide. Unit B. ZIM-SCI, Zimbabwe Secondary School Science Project.

Ministry of Education and Culture (Zimbabwe); Zimbabwe Univ., Harare. Science Education Centre.

Pub Date—Mar 81

Note—20p.; See SE 043 832 for study guide; for related documents, see SE 043 827-859.

Available from—University of Zimbabwe, P.O. Box MP 167, Mount Pleasant, Harare, Zimbabwe.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Energy, Fuels, General Science, \*Power Technology, \*Science Activities, Science Education, \*Science Experiments, Secondary Education, \*Secondary School Science, Solar Energy, Teaching Methods, Units of Study

Identifiers—Alternative Energy Sources, \*Zimbabwe Secondary School Science Project

The Zimbabwe Secondary School Science Project (ZIM-SCI) developed student study guides, corresponding teaching guides, and science kits for a low-cost science course which could be taught during the first 2 years of secondary school without the

aid of qualified teachers and conventional laboratories. This teaching guide, designed to be read in conjunction with the related student guide, includes instructional strategies, lists of required materials, laboratory procedures, and other information for activities and experiments in a unit on energy. During the unit, students observe what is happening around them, relate their observations to energy, complete experiments on forms of energy (including heat, light, kinetic, electrical, and potential energy), and investigate energy conversions, energy chains, and alternative energy sources (hydroelectricity and solar energy). Two summaries are included to highlight the important aspects of the unit. Each section in this guide corresponds to a given section in the student study guide. (JN)

ED 239 878

SE 043 834

Stockmayer, Sue

What Is Matter? Study Guide. Unit C1. ZIM-SCI, Zimbabwe Secondary School Science Project. Ministry of Education and Culture (Zimbabwe); Zimbabwe Univ., Harare. Science Education Centre.

Pub Date—Feb 81

Note—31p.; See SE 043 835 for teacher's guide; for related documents, see SE 043 827-859.

Available from—University of Zimbabwe, P.O. Box MP 167, Mount Pleasant, Harare, Zimbabwe.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Chemical Reactions, \*Chemistry, General Science, \*Matter, \*Science Activities, Science Education, \*Science Experiments, Science Programs, Secondary Education, \*Secondary School Science, Units of Study

Identifiers—\*Zimbabwe Secondary School Science Project

The Zimbabwe Secondary School Science Project (ZIM-SCI) developed student study guides, corresponding teaching guides, and science kits for a low-cost science course which could be taught during the first 2 years of secondary school without the aid of qualified teachers and conventional laboratories. This ZIM-SCI study guide is a two-part unit consisting of activities and experiments which focus on chemical concepts and basic laboratory skills. The ideas that matter is composed of small particles and that chemical energy is involved when these particles react are stressed throughout the unit. Activities and experiments in part 1 examine the breakdown of substances into smaller pieces (leading to the idea of a "smallest possible" particle) while those in part 2 lead to definitions of a chemical reaction, element, and compound. A self-test and summary section are included. Information to help students understand the scientific principles behind the activities and experiments is also included. (JN)

ED 239 879

SE 043 835

Stockmayer, Sue

What Is Matter? Teacher's Guide. Unit C1. ZIM-SCI, Zimbabwe Secondary School Science Project.

Ministry of Education and Culture (Zimbabwe); Zimbabwe Univ., Harare. Science Education Centre.

Pub Date—Feb 81

Note—20p.; See SE 043 834 for study guide; for related documents, see SE 043 827-859.

Available from—University of Zimbabwe, P.O. Box MP 167, Mount Pleasant, Harare, Zimbabwe.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Chemical Reactions, \*Chemistry, General Science, \*Matter, \*Science Activities, Science Education, \*Science Experiments, Science Programs, Secondary Education, \*Secondary School Science, Teaching Methods, Units of Study

Identifiers—\*Zimbabwe Secondary School Science Project

The Zimbabwe Secondary School Science Project (ZIM-SCI) developed student study guides, corresponding teaching guides, and science kits for a low-cost science course which could be taught during the first 2 years of secondary school without the aid of qualified teachers and conventional laboratories. This teaching guide, designed to be read in conjunction with the related student guide, includes instructional strategies, lists of required materials, laboratory procedures, and other information for activities and experiments in a two-part unit focusing on chemical concepts and basic laboratory skills.



The ideas that matter is composed of small particles and that chemical energy is involved when these particles react are stressed throughout the unit. The first part of the unit teaches about the breaking down of substances into smaller pieces, leading to the concept of a "smallest possible" particle. The second part leads to the definition of a chemical reaction, bringing in the idea of elements and compounds. Each section in this guide corresponds to a given section in the student study guide. (JN)

ED 239 880 SE 043 836

Stockmayer, Sue

Particles in Action. Study Guide. Unit C2. ZIM-SCI, Zimbabwe Secondary School Science Project.

Ministry of Education and Culture (Zimbabwe); Zimbabwe Univ., Harare. Science Education Centre.

Pub Date—Jul 81

Note—46p.; See SE 043 837 for teacher's guide; for related documents, see SE 043 827-859.

Available from—University of Zimbabwe, P.O. Box MP 167, Mount Pleasant, Harare, Zimbabwe.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Chemical Reactions, Chemistry, Crystallography, \*Diffusion (Physics), General Science, Kinetic Molecular Theory, \*Matter, \*Science Activities, Science Education, \*Science Experiments, Science Programs, Secondary Education, \*Secondary School Science, Units of Study

Identifiers—\*Zimbabwe Secondary School Science Project

The Zimbabwe Secondary School Science Project (ZIM-SCI) developed student study guides, corresponding teaching guides, and science kits for a low-cost science course which could be taught during the first 2 years of secondary school without the aid of qualified teachers and conventional laboratories. This ZIM-SCI study guide is a four-part unit consisting of activities and experiments in which students investigate: (1) the three states of matter (solids, liquids, and gases) and kinetic theory; (2) expansion and diffusion; (3) the behavior of gases; and (4) chemical reactions. Information to help students understand the scientific principles behind the activities and experiments is included throughout the unit. (JN)

ED 239 881 SE 043 837

Stockmayer, Sue

Particles in Action. Teacher's Guide. Unit C2. ZIM-SCI, Zimbabwe Secondary School Science Project.

Ministry of Education and Culture (Zimbabwe); Zimbabwe Univ., Harare. Science Education Centre.

Pub Date—Jul 81

Note—41p.; See SE 043 836 for study guide; for related documents, see SE 043 827-859.

Available from—University of Zimbabwe, P.O. Box MP 167, Mount Pleasant, Harare, Zimbabwe.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Chemical Reactions, Chemistry, Crystallography, \*Diffusion (Physics), General Science, Kinetic Molecular Theory, \*Matter, \*Science Activities, Science Education, \*Science Experiments, Science Programs, Secondary Education, \*Secondary School Science, Teaching Methods, Units of Study

Identifiers—\*Zimbabwe Secondary School Science Project

The Zimbabwe Secondary School Science Project (ZIM-SCI) developed student study guides, corresponding teaching guides, and science kits for a low-cost science course which could be taught during the first 2 years of secondary school without the aid of qualified teachers and conventional laboratories. This teaching guide, designed to be read in conjunction with the related student guide, includes instructional strategies, lists of required materials, laboratory procedures, and other information for activities and experiments in a four-part unit in which students investigate: (1) the three states of matter (solids, liquids, and gases) and kinetic theory; (2) expansion and diffusion; (3) gaseous behavior; and (4) chemical reactions. Each section in this guide corresponds to a given section in the student study guide. (JN)

ED 239 882

SE 043 838

Dube, Peter

What Do You Know about Water? Study Guide. Unit D. ZIM-SCI, Zimbabwe Secondary School Science Project.

Ministry of Education and Culture (Zimbabwe); Zimbabwe Univ., Harare. Science Education Centre.

Pub Date—Jun 81

Note—36p.; See SE 043 839 for teacher's guide; for related documents, see SE 043 827-859.

Available from—University of Zimbabwe, P.O. Box MP 167, Mount Pleasant, Harare, Zimbabwe.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Crystallography, General Science, \*Physical Sciences, \*Science Activities, Science Education, \*Science Experiments, Science Programs, Secondary Education, \*Secondary School Science, Units of Study, \*Water

Identifiers—Mixtures, \*Zimbabwe Secondary School Science Project

The Zimbabwe Secondary School Science Project (ZIM-SCI) developed student study guides, corresponding teaching guides, and science kits for a low-cost science course which could be taught during the first 2 years of secondary school without the aid of qualified teachers and conventional laboratories. This ZIM-SCI study guide is a three-part unit consisting of activities and experiments in which students: (1) examine the nature, properties, and potability of water; (2) mix substances which produce solutions and suspensions; and (3) examine the solubility of substances and the rate at which they dissolve, prepare saturated solutions, and separate liquid mixtures. Information is provided throughout the unit to help students understand the scientific principles behind the activities and experiments. (JN)

ED 239 883 SE 043 839

Dube, Peter

What Do You Know about Water? Teacher's Guide. Unit D. ZIM-SCI, Zimbabwe Secondary School Science Project.

Ministry of Education and Culture (Zimbabwe); Zimbabwe Univ., Harare. Science Education Centre.

Pub Date—Jul 81

Note—29p.; See SE 043 838 for study guide; for related documents, see SE 043 827-859.

Available from—University of Zimbabwe, P.O. Box MP 167, Mount Pleasant, Harare, Zimbabwe.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Crystallography, General Science, \*Physical Sciences, \*Science Activities, Science Education, \*Science Experiments, Science Programs, Secondary Education, \*Secondary School Science, Teaching Methods, Units of Study, \*Water

Identifiers—Mixtures, \*Zimbabwe Secondary School Science Project

The Zimbabwe Secondary School Science Project (ZIM-SCI) developed student study guides, corresponding teaching guides, and science kits for a low-cost science course which could be taught during the first 2 years of secondary school without the aid of qualified teachers and conventional laboratories. This teaching guide, designed to be read in conjunction with the related student guide, includes instructional strategies, lists of required materials, laboratory procedures, and other information for activities and experiments in a three-part unit in which students: (1) examine the nature, properties, and potability of water; (2) mix substances which produce solutions and suspensions; and (3) examine the solubility of substances and the rate at which they dissolve, prepare saturated solutions, and separate liquid mixtures. Each section in this guide corresponds to a given section in the student study guide. (JN)

ED 239 884 SE 043 840

Hosking, Bunty

Life, Beginning and Growing. Study Guide. Unit E1. ZIM-SCI, Zimbabwe Secondary School Science Project.

Ministry of Education and Culture (Zimbabwe); Zimbabwe Univ., Harare. Science Education Centre.

Pub Date—Aug 81

Note—49p.; See SE 043 841 for teacher's guide; for related documents, see SE 043 827-859.

Available from—University of Zimbabwe, P. Box

MP 167, Mount Pleasant, Harare, Zimbabwe. Pub Type—Guides - Classroom - Learner (051) EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Biology, \*Cytology, Rats, \*Reproduction (Biology), \*Science Activities, Science Education, \*Science Experiments, Science Programs, Secondary Education, \*Secondary School Science, Units of Study

Identifiers—\*Zimbabwe Secondary School Science Project

The Zimbabwe Secondary School Science Project (ZIM-SCI) developed student study guides, corresponding teaching guides, and science kits for a low-cost science course which could be taught during the first 2 years of secondary school without the aid of qualified teachers and conventional laboratories. This ZIM-SCI study guide is a three-part unit consisting of activities, experiments, and readings on: (1) plant and animal cells; (2) growth and reproduction; and (3) human reproduction. Experiments provided include examining plant and animal cells, preparing models of these cells, and dissecting a rat. Information is also provided throughout the unit to help students understand the scientific principles behind the activities and experiments. Because students may come from traditional homes where various topics in this unit are not discussed (such as human reproduction and family planning), it is suggested that sections containing these topics may be read silently. (JN)

ED 239 885 SE 043 841

Hosking, Bunty

Life, Beginning and Growing. Teacher's Guide. Unit E1. ZIM-SCI, Zimbabwe Secondary School Science Project.

Ministry of Education and Culture (Zimbabwe); Zimbabwe Univ., Harare. Science Education Centre.

Pub Date—Aug 81

Note—45p.; See SE 043 840 for study guide; for related documents, see SE 043 827-859.

Available from—University of Zimbabwe, P.O. Box MP 167, Mount Pleasant, Harare, Zimbabwe.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Biology, \*Cytology, Rats, \*Reproduction (Biology), \*Science Activities, Science Education, \*Science Experiments, Science Instruction, Science Programs, Secondary Education, \*Secondary School Science, Teaching Methods, Units of Study

Identifiers—\*Zimbabwe Secondary School Science Project

The Zimbabwe Secondary School Science Project (ZIM-SCI) developed student study guides, corresponding teaching guides, and science kits for a low-cost science course which could be taught during the first 2 years of secondary school without the aid of qualified teachers and conventional laboratories. This teaching guide, designed to be read in conjunction with the related student guide, includes instructional strategies, lists of required materials, laboratory procedures, and other information for activities and experiments in a three-part unit focusing on: (1) plant and animal cells; (2) growth and reproduction; and (3) human reproduction. Experiments provided include examining plant and animal cells, preparing models of these cells, and dissecting a rat. Because students may come from traditional homes where various topics in this unit are not discussed (such as human reproduction and family planning), it is suggested that sections containing these topics may be read silently. Each section in this guide corresponds to a given section in the student study guide. (JN)

ED 239 886 SE 043 842

Zesaguli, Josie

Reproducing by Flowers and Seeds. Study Guide. Unit E2. ZIM-SCI, Zimbabwe Secondary School Science Project.

Ministry of Education and Culture (Zimbabwe); Zimbabwe Univ., Harare. Science Education Centre.

Pub Date—Oct 81

Note—31p.; For teacher's guide, see SE 043 843; for related documents, see SE 043 827-859.

Available from—University of Zimbabwe, P.O. Box MP 167, Mount Pleasant, Harare, Zimbabwe.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Botany, Cytology, General Science,

\*Plant Growth, \*Reproduction (Biology), \*Science Activities, Science Education, \*Science Experiments, Secondary Education, \*Secondary School Science, Units of Study

Identifiers—\*Zimbabwe Secondary School Science Project

The Zimbabwe Secondary School Science Project (ZIM-SCI) developed student study guides, corresponding teaching guides, and science kits for a low-cost science course which could be taught during the first 2 years of secondary school without the aid of qualified teachers and environmental laboratories. This ZIM-SCI study guide consists of activities and experiments in which students: (1) identify plant sex cells and sex organs; (2) study the mechanisms of pollination and fertilization; (3) investigate the development and dispersal of seeds and fruits; and (4) observe the life cycles in some plants and animals. Information is provided throughout the unit to help students understand the scientific principles behind the activities and experiments. Because the development of these principles has been carefully designed, it is essential that all experiments, activities, and discussions be done in the exact order in which they appear. (JN)

ED 239 887 SE 043 843  
Zesaguli, Josie

Reproducing by Flowers and Seeds. Teacher's Guide. Unit E2. ZIM-SCI, Zimbabwe Secondary School Science Project.

Ministry of Education and Culture (Zimbabwe); Zimbabwe Univ., Harare. Science Education Centre.

Pub Date—Dec 81

Note—49p; For study guide, see SE 043 842; for related documents, see SE 043 827-859.

Available from—Univ. of Zimbabwe, P.O. Box MP 167, Mount Pleasant, Harare, Zimbabwe.

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Botany, Cytology, General Science, \*Plant Growth, \*Reproduction (Biology), \*Science Activities, Science Education, \*Science Experiments, Science Programs, Secondary Education, \*Secondary School Science, Teaching Methods, Units of Study

Identifiers—\*Zimbabwe Secondary School Science Project

The Zimbabwe Secondary School Science Project (ZIM-SCI) developed student study guides, corresponding teaching guides, and science kits for a low-cost science course which could be taught during the first 2 years of secondary school without the aid of qualified teachers and conventional laboratories. This teaching guide, designed to be read in conjunction with the related student guide, includes instructional strategies, lists of required materials, laboratory procedures, and other information for activities and experiments in a unit in which students: (1) identify plant sex cells and sex organs; (2) study the mechanisms of pollination and fertilization; (3) investigate the development and dispersal of seeds and fruits; and (4) observe the life cycles in some plants and animals. Because the development of concepts in this unit has been carefully designed, it is essential that all experiments, activities, and discussions be done in the exact order throughout the unit. Each section in this guide corresponds to a given section in the student study guide. (JN)

ED 239 888 SE 043 844  
Chitepo, Thoko And Others

Observing Some Life Cycles. Teacher's Guide. Unit E3. ZIM-SCI, Zimbabwe Secondary School Science Project.

Ministry of Education and Culture (Zimbabwe); Zimbabwe Univ., Harare. Science Education Centre.

Pub Date—Dec 81

Note—48p; To be used in conjunction with SE 043 040-043; for related documents, see SE 043 827-859.

Available from—University of Zimbabwe, P.O. Box MP 167, Mount Pleasant, Harare, Zimbabwe.

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Animals, \*Biology, Botany, \*Entomology, Individual Development, Observation, Plant Growth, Plant Propagation, \*Reproduction (Biology), \*Science Activities, Science Education, Science Programs, Secondary Education, \*Secondary School Science, Teaching Methods, Units of Study

Identifiers—\*Life Cycles, \*Zimbabwe Secondary School Science Project

The Zimbabwe Secondary School Science Project (ZIM-SCI) developed student study guides, corresponding teaching guides, and science kits for a low-cost science course which could be taught during the first 2 years of secondary school without the aid of qualified teachers and conventional laboratories. This teaching guide contains instructional strategies for exercises which consist essentially of observing and recording changes in the development of organisms. These exercises provide the practical background to concepts presented in the ZIM-SCI units E1 ("Life: Beginning and Growing") and E2 ("Reproducing by Flowers and Seeds"). Although methods to study the development of the frog, mosquito, housefly, bean, and maize are provided, similar methods may be applied to other organisms of choice (depending on time of year and organisms available in a given area). Since no student study guide accompanies this teaching guide, it is strongly recommended that unit be read before starting and that exercises be presented in the order in which they appear. (JN)

ED 239 889 SE 043 845  
Stockmayer, Sue

Our Planet Earth. Study Guide. Unit F1. ZIM-SCI, Zimbabwe Secondary School Science Project. Year 2.

Ministry of Education and Culture (Zimbabwe); Zimbabwe Univ., Harare. Science Education Centre.

Pub Date—May 82

Note—61p; For teacher's guide, see SE 043 846; for related documents, see SE 043 827-859.

Available from—University of Zimbabwe, P.O. Box MP 167, Mount Pleasant, Harare, Zimbabwe.

Pub Type—Guides - Classroom - Learner (051)  
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Classification, Earth Science, General Science, \*Geology, \*Science Activities, Science Education, \*Science Experiments, Science Programs, Secondary Education, \*Secondary School Science, Soil Conservation, \*Soil Science, \*Trees, Units of Study

Identifiers—\*Zimbabwe Secondary School Science Project

The Zimbabwe Secondary School Science Project (ZIM-SCI) developed student study guides, corresponding teaching guides, and science kits for a low-cost science course which could be taught during the first 2 years of secondary school without the aid of qualified teachers and conventional laboratories. This teaching guide, designed to be read in conjunction with the related student guide, includes instructional strategies, lists of required materials, laboratory procedures, and other information for activities, experiments, and field studies in a two-part unit in which students investigate: (1) the solar system; (2) structure and formation of the earth; (3) igneous, metamorphic, and sedimentary rocks; and (4) the nature and formation of soils. Characteristics of the major soil types found in Zimbabwe, the trees characteristically associated with these soils, and soil conservation are stressed. Each section in this guide corresponds to a given section in the student study guide. (JN)

ED 239 890 SE 043 846  
Stockmayer, Sue

Our Planet Earth. Teacher's Guide. Unit F1. ZIM-SCI, Zimbabwe Secondary School Science Project. Year 2.

Ministry of Education and Culture (Zimbabwe); Zimbabwe Univ., Harare. Dept. of Curriculum Studies.

Pub Date—May 82

Note—29p; For study guide, see SE 043 845; for related documents, see SE 043 827-859.

Available from—University of Zimbabwe, P.O. Box MP 167, Mount Pleasant, Harare, Zimbabwe.

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Classification, Earth Science, General Science, \*Geology, \*Science Activities, Science Education, \*Science Experiments, Science Programs, Secondary Education, \*Secondary School Science, Soil Conservation, \*Soil Science, Teaching Methods, \*Trees, Units of Study

Identifiers—\*Zimbabwe Secondary School Science Project

The Zimbabwe Secondary School Science Project (ZIM-SCI) developed student study guides, corre-

sponding teaching guides, and science kits for a low-cost science course which could be taught during the first 2 years of secondary school without the aid of qualified teachers and conventional laboratories. This ZIM-SCI study guide presents activities, experiments, and field studies for a two-part unit in which students investigate: (1) the solar system; (2) structure and formation of the earth; (3) igneous, metamorphic, and sedimentary rocks; and (4) the nature and formation of soils. Characteristics of the major soil types found in Zimbabwe, trees characteristically associated with these soils, and soil conservation are stressed. Information to help students understand the scientific principles behind the activities, experiments, and field studies is provided. (JN)

ED 239 891 SE 043 847  
Stockmayer, Sue

The Chemicals of the Earth. Study Guide. Unit F2. ZIM-SCI, Zimbabwe Secondary School Science Project. Year 2.

Ministry of Education and Culture (Zimbabwe); Zimbabwe Univ., Harare. Science Education Centre.

Pub Date—Aug 82

Note—50p; For teacher's guide, see SE 043 848; for related documents, see SE 043 827-859.

Available from—University of Zimbabwe, P.O. Box MP 167, Mount Pleasant, Harare, Zimbabwe.

Pub Type—Guides - Classroom - Learner (051)  
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Chemical Analysis, \*Chemical Reactions, General Science, Geology, \*Metallurgy, Metals, \*Science Activities, Science Education, \*Science Experiments, Science Programs, Secondary Education, \*Secondary School Science, Units of Study

Identifiers—\*Geochemistry, \*Zimbabwe Secondary School Science Project

The Zimbabwe Secondary School Science Project (ZIM-SCI) developed student study guides, corresponding teaching guides, and science kits for a low-cost science course which could be taught during the first 2 years of secondary school without the aid of qualified teachers and conventional laboratories. This ZIM-SCI study guide presents activities and experiments for a three-part unit in which students investigate: (1) the chemical compounds found in the earth's crust and atmosphere; (2) the characteristics of metals and non-metals; and (3) the extraction of iron from red iron oxide and the purification of copper. Information to help students understand the scientific principles behind the activities and experiments is provided. (JN)

ED 239 892 SE 043 848  
Stockmayer, Sue

The Chemicals of the Earth. Teacher's Guide. Unit F2. ZIM-SCI, Zimbabwe Secondary School Science Project. Year 2.

Ministry of Education and Culture (Zimbabwe); Zimbabwe Univ., Harare. Science Education Centre.

Pub Date—Aug 82

Note—42p; For study guide, see SE 043 847; for related documents, see SE 043 827-859.

Available from—University of Zimbabwe, P.O. Box MP 167, Mount Pleasant, Harare, Zimbabwe.

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Chemical Analysis, \*Chemical Reactions, General Science, Geology, \*Metallurgy, Metals, \*Science Activities, Science Education, \*Science Experiments, Science Programs, Secondary Education, \*Secondary School Science, Teaching Methods, Units of Study

Identifiers—\*Geochemistry, \*Zimbabwe Secondary School Science Project

The Zimbabwe Secondary School Science Project (ZIM-SCI) developed student study guides, corresponding teaching guides, and science kits for a low-cost science course which could be taught during the first 2 years of secondary school without the aid of qualified teachers and conventional laboratories. This teaching guide, designed to be read in conjunction with the related student guide, includes instructional strategies, lists of required materials, laboratory procedures, and other information for a three-part unit in which students investigate: (1) the chemical compounds found in the earth's crust and atmosphere; (2) the characteristics of metals and non-metals; and (3) the extraction of iron from red iron oxide and the purification of copper. Each sec-





Pub Date—May 83

Note—56p.; For study guides, see SE 043 853-854; for related documents see SE 043 827-859.

Available from—Univ. of Zimbabwe, P.O. Box MP 167, Mount Pleasant, Harare, Zimbabwe.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Biomechanics, \*Energy, \*Force, General Science, Motor Reactions, Physics, \*Science Activities, Science Education, \*Science Experiments, Science Programs, Secondary Education, \*Secondary School Science, Teaching Methods, Units of Study

Identifiers—Friction, Skeletal Systems, \*Zimbabwe Secondary School Science Project

The Zimbabwe Secondary School Science Project (ZIM-SCI) developed student study guides, corresponding teaching guides, and science kits for a low-cost science course which could be taught during the first 2 years of secondary school without the aid of qualified teachers and conventional laboratories. This teaching guide, designed to be read in conjunction with the related student guides, includes instructional strategies, lists of required materials, laboratory procedures, and other information for two units dealing with various aspects of forces and of forces associated with living things. Major areas of investigation in the two units include: forces and changes they cause; measurement of forces; machines; power; and energy converters (Unit H1) and three main forms of support in plants; three main skeletal types in animals; limbs in animals as machines (muscles exerting a force on bone which acts as a lever); and protective functions of various skeletal parts (Unit H2). Each section in this guide corresponds to given sections in the student guides. (JN)

ED 239 900 SE 043 856

Chidume, Kwashira

Understanding Electricity. Study Guide. Unit II. ZIM-SCI, Zimbabwe Secondary School Science Project. Year 2.

Ministry of Education and Culture (Zimbabwe); Zimbabwe Univ., Harare. Dept. of Curriculum Studies.

Pub Date—May 83

Note—63p.; For teacher's guide, see SE 043 857; for related documents, see SE 043 827-859.

Available from—Univ. of Zimbabwe, P.O. Box MP 167, Mount Pleasant, Harare, Zimbabwe.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Electric Batteries, \*Electric Circuits, \*Electricity, General Science, Measurement Equipment, \*Science Activities, Science Education, \*Science Experiments, Science Programs, Secondary Education, \*Secondary School Science, Units of Study

Identifiers—\*Zimbabwe Secondary School Science Project

The Zimbabwe Secondary School Science Project (ZIM-SCI) developed student study guides, corresponding teaching guides, and science kits for a low-cost science course which could be taught during the first 2 years of secondary school without the aid of qualified teachers and conventional laboratories. This ZIM-SCI study guide presents activities and experiments for a two-part unit dealing with various aspects of electricity. Major areas investigated include: simple circuits; conductors and insulators; electrical symbols; series and parallel circuits; measurement of current in series and parallel circuits; measurement of electrical energy; short circuits; fuses; resistance; and voltage, current, and resistance. Information is provided throughout the unit to help students understand the concepts behind the activities and experiments. (JN)

ED 239 901 SE 043 857

Chidume, Kwashira

Understanding Electricity. Teacher's Guide. Unit II. ZIM-SCI, Zimbabwe Secondary School Science Project. Year 2.

Ministry of Education and Culture (Zimbabwe); Zimbabwe Univ., Harare. Dept. of Curriculum Studies.

Pub Date—Aug 83

Note—43p.; For study guide, see SE 043 856; for related documents see SE 043 827-859.

Available from—Univ. of Zimbabwe, P.O. Box MP 167, Mount Pleasant, Harare, Zimbabwe.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.

Descriptors—Electric Batteries, \*Electric Circuits, \*Electricity, General Science, Measurement Equipment, \*Science Activities, Science Education, \*Science Experiments, Science Programs, Secondary Education, \*Secondary School Science, Teaching Methods, Units of Study

Identifiers—\*Zimbabwe Secondary School Science Project

The Zimbabwe Secondary School Science Project (ZIM-SCI) developed student study guides, corresponding teaching guides, and science kits for a low-cost science course which could be taught during the first 2 years of secondary school without the aid of qualified teachers and conventional laboratories. This teaching guide, designed to be read in conjunction with the related student guide, includes instructional strategies, lists of required materials, laboratory procedures, and other information for activities and experiments in a two-part unit dealing with various aspects of electricity. Major areas investigated include: simple circuits; conductors and insulators; electric symbols; series and parallel circuits; measurement of current in series and parallel circuits; measurement of electrical energy; short circuits; fuses; resistance; and voltage, current, and resistance. Each section in this guide corresponds to a given section in the student study guide. (JN)

ED 239 902 SE 043 858

Udwin, Martin

Forces. 'O' Level Study Guide. Unit 1. ZIM-SCI, Zimbabwe Secondary School Science Project. Year 3.

Ministry of Education and Culture (Zimbabwe); Zimbabwe Univ., Harare. Dept. of Curriculum Studies.

Pub Date—Jul 83

Note—84p.; For teacher's guide, see SE 043 859; for related documents see SE 043 827-859.

Available from—Univ. of Zimbabwe, P.O. Box MP 167, Mount Pleasant, Harare, Zimbabwe.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Biomechanics, \*Force, General Science, \*Pressure (Physics), \*Science Activities, Science Education, \*Science Experiments, Science Programs, Secondary Education, \*Secondary School Science, Technology, Units of Study

Identifiers—\*Zimbabwe Secondary School Science Project

The Zimbabwe Secondary School Science Project (ZIM-SCI) developed student study guides, corresponding teaching guides, and science kits for a low-cost science course which could be taught during the third year of secondary school without the aid of qualified teachers and conventional laboratories. This ZIM-SCI study guide is a five-part unit providing activities and experiments which build on concepts about forces learned in ZIM-SCI units H1 and H2. The material included expands students' knowledge to cover requirements of the O-Level General Science Syllabus. Parts 1 and 2 focus on two groups of forces found in the natural environment—forces acting at a distance and forces of reaction. Students are also taught about various man-made devices that apply or overcome these natural forces in a useful way. The remaining three parts focus on measurement and calculation of the size of these forces (part 3), nature of pressure and applications of pressure to useful work (part 4), and principles that govern all simple machines (part 5). Actual O-level examination questions (with answers) as well as information on principles behind the activities and experiments are provided. (JN)

ED 239 903 SE 043 859

Udwin, Martin

Forces. 'O' Level Teacher's Guide. Unit 1. ZIM-SCI, Zimbabwe Secondary School Science Project. Year 3.

Ministry of Education and Culture (Zimbabwe); Zimbabwe Univ., Harare. Dept. of Curriculum Studies.

Pub Date—Sep 83

Note—66p.; For study guide, see SE 043 858; for related documents see SE 043 827-859.

Available from—Univ. of Zimbabwe, P.O. Box MP 167, Mount Pleasant, Harare, Zimbabwe.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Biomechanics, \*Force, General Science, \*Pressure (Physics), \*Science Activities, Science Education, \*Science Experiments, Sci-

ence Programs, Secondary Education, \*Secondary School Science, Teaching Methods, Technology, Units of Study

Identifiers—\*Zimbabwe Secondary School Science Project

The Zimbabwe Secondary School Science Project (ZIM-SCI) developed student study guides, corresponding teaching guides, and science kits for a low-cost science course which could be taught during the third year of secondary school without the aid of qualified teachers and conventional laboratories. This teaching guide, designed to be read in conjunction with the related student guide, includes instructional strategies, lists of required materials, laboratory procedures, and other information for a five-part unit which expands on the concepts about forces learned in ZIM-SCI units H1 and H2. Activities and investigations focus on: forces acting at a distance and forces of reaction; various man-made devices that apply or overcome these forces in a useful way; measurement and calculation of the size of these forces; nature of pressure and application of pressure to useful work; and principles that govern all simple machines. Since concepts in this unit cover requirements of the O-Level General Syllabus Examination, actual O-level examination questions are included. Each section in this guide corresponds to a given section in the student study guide. (JN)

ED 239 904 SE 043 900

Louisiana Minimum Standards for Mathematics,

Grades 1-12. 1978. Bulletin 1497.

Louisiana State Dept. of Education, Baton Rouge.

Pub Date—78

Note—130p.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Educational Objectives, \*Elementary School Mathematics, Elementary Secondary Education, Mathematics Achievement, \*Mathematics Curriculum, \*Mathematics Instruction, Mathematics Skills, \*Minimum Competencies, \*Secondary School Mathematics

Identifiers—\*Louisiana

This publication provides a basic list of mathematical standards for the State of Louisiana, and indicates at which point each skill should be introduced and mastered in grades 1 through 10. At designated mastery points, students will be expected to respond satisfactorily to criterion-referenced test items designed to assess performance on the identified skill. The list was predicated on the National Council of Supervisors of Mathematics position statement on essential mathematical skills. However, it currently includes only eight of the ten skill areas, excluding probability and computer literacy. Skills are grouped by sets; numeration; whole number operations; fractions and operations; decimals and decimal operation; percent, ratio, and proportion; squares and square root; relations and functions; measurement and estimation; geometry; and problem solving. (MNS)

ED 239 905 SE 043 901

Keranto, Tapio

Arithmetical Processes and Strategies: Their Relationship with Study Achievement, Motivation and Attitudes = Aritmeettiset Prosessit ja Strategiat; Yhteydet Matematiikan Opintomenestykseen, Opiskelumotivaatioon ja Asenteisiin. Tampereen Yliopiston Hameenlinnan Opettajankoulutuslaitos, Julkaisu No. 10.

Tampere Univ., Hameenlinna (Finland). Dept. of

Teaching Training.

Report No.—ISBN-951-44-1471-3

Pub Date—83

Note—17p.; A condensed English summary of the original Finnish study.

Available from—Univ. of Tampere, Dept. of Teacher Training in HML, Erottajakatu 12, 13130 HML 13, Finland.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Addition, Arithmetic, \*Cognitive Processes, \*Computation, Educational Research, Elementary Education, \*Elementary School Mathematics, \*Mathematics Achievement, \*Number Concepts, Primary Education, \*Student Attitudes, Subtraction

Identifiers—Finland, \*Mathematics Education Research

Three factors associated with arithmetical processes (sequence skills, arithmetical strategies, and information processing capacity) were measured in individual interviews with 35 first-grade pupils,

aged 7.6 to 8.6, in one Finnish school. Mathematics achievement was determined from information supplied by teachers. Attitudes were assessed twice, with a 3-day interval, for 67 first and second graders. The findings are presented with discussion. Counting skills showed extremely significant development during the year. Pupils made an extremely significant transfer from the use of external aids to the use of mental strategies, but evidence was found to support the view that external aids are significant and indispensable in the learning and teaching of mathematics. The development of information processing capacity was also extremely significant. Sequence skills and arithmetical strategies accounted for 52% to 59% of the variance on the various components of mathematics achievement. Interrelationships of skills were found. Attitude measures were more valid as age and academic ability increased. A lengthy list of references is included with this English summary. (MNS)

ED 239 906

SE 043 902

Keranto, Tapio

*Processes and Strategies in Solving Elementary Verbal Multiplication and Division Tasks: Their Relationship with Piaget Abilities, Memory Capacity Skills and Rational Number = Ratkaisuprosessit ja Strategiat Perustavissa Sanallissa Kerto- ja Jakolaskutehtävissä: Tutkimus Kerto- ja Jakolaskutaitojen Yhteyksistä Piaget-Kykkyihin, Muistikapasiteettiin, Luku- ja Taitoihin Sekä Rationaalilukukäsittelyyn.* Tampereen Yliopiston Hameelinan Opettajankoulutuslaitos Julkaisu No. 11.

Tampere Univ., Hameelinan (Finland). Dept. of Teaching Training.

Report No.—ISBN-951-44-1537-X

Pub Date—84

Note—12p; A condensed English summary of the original Finnish study.

Available from—Univ. of Tampere, Dept. of Teacher Training in HML, Erottajatu 12, 13130 HML 13, Finland.

Pub Type—Reports—Research (143)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Cognitive Development, \*Cognitive Processes, \*Division, Educational Research, Elementary Education, \*Elementary School Mathematics, Fractions, Grade 2, Mathematical Concepts, \*Multiplication, \*Number Concepts, Primary Education, \*Rational Numbers, Ratios (Mathematics)

Identifiers—Finland, \*Mathematics Education Research, Piagetian Tasks

The processes and strategies used by Finnish second graders in solving verbal multiplication and division tasks were investigated, and the relationship of these processes and strategies to Piagetian abilities, memory capacity skills, and rational number concepts was charted. Three categories of strategies were classified: operations based on external aids, short mental operations based on number listing in certain intervals, and operations based on knowledge or derived knowledge. The division strategies relying on the use of external aids were further classified in terms of measurement or partition situations. Tests designed by Piaget to measure the developmental levels of multiplication and division operations were found to be rather remote from the processes and strategies used on multiplication and division tasks at school. This finding, plus the results on memory capacity and understanding of rational number, are discussed in detail in this English summary, which includes a list of references. (MNS)

ED 239 907

SE 043 903

*Algebra I. Curriculum Guide, Bulletin 1580. Revised 1984.*

Louisiana State Dept. of Education, Baton Rouge. Div. of Academic Programs.

Pub Date—84

Note—94p; Supersedes ED 194 333. For related documents, see SE 043 904-905 and SE 043 907. Available from—Louisiana State Dept. of Education, Office of Academic Programs, P.O. Box 44064, Baton Rouge, LA 70804.

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Algebra, Answer Keys, \*Behavioral Objectives, Competency Based Education, Course Descriptions, Curriculum Guides, Equations (Mathematics), Functions (Mathematics), \*Learning Activities, \*Mathematics Curriculum, Number Concepts, Secondary Education, \*Sec-

ondary School Mathematics, Time Blocks  
Identifiers—\*Louisiana, Polynomials, Real Numbers

This guide, developed by a statewide committee in response to the legislature's mandate to develop statewide curriculum standards for required subjects, presents the content that should be taught in Algebra I. It was piloted by teachers in representative school systems and subsequently revised. Six goals for the course are listed, followed by a pacing chart suggesting the time to devote to each major topic. The major topics are the language of mathematics and algebra; operations on real numbers; first-degree equations and inequalities; polynomials; factoring monomials; multiplication and factoring of polynomials; fractions; linear equations and inequalities; real numbers, radicals, and quadratics; and relations and functions. The curriculum outline and performance objectives are then listed. In the following section, sample activities are presented, with content topic and objective noted for each. A brief list of books and other resources is given, evaluation techniques are noted, and an answer key to activities is provided. (MNS)

ED 239 908

SE 043 904

*Mathematics II. Curriculum Guide, Bulletin 1161.*

Revised 1983.

Louisiana State Dept. of Education, Baton Rouge. Div. of Academic Programs.

Pub Date—83

Note—76p; For related documents, see SE 043 903-905 and SE 043 907.

Available from—Louisiana State Dept. of Education, Office of Academic Programs, P.O. Box 44064, Baton Rouge, LA 70804.

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Algebra, Answer Keys, \*Behavioral Objectives, Competency Based Education, Computation, \*Course Descriptions, Curriculum Guides, Decimal Fractions, Fractions, Geometric Concepts, \*Learning Activities, \*Mathematics Curriculum, Measurement, Number Concepts, Percentage, Secondary Education, \*Secondary School Mathematics, Time Blocks  
Identifiers—\*Louisiana

Developed by a statewide committee in response to the legislature's mandate to develop statewide curriculum standards for required subjects, this guide presents the content that should be taught in Mathematics II. It was piloted by teachers in representative school systems and subsequently revised. Seven goals for the course are listed, followed by a pacing chart suggesting the time to devote to each major topic in each of the two semesters of the course. The major topics are number concepts, operations on whole numbers, rational numbers, decimals, percent, introduction to algebra, linear equations and inequalities, coordinate system, factoring, and informal geometry. The curriculum outline and performance objectives are then listed. In the following section, sample activities are presented, with content topic and objective noted for each. A brief list of books is given, evaluation techniques are noted, and an answer key to activities is provided. (MNS)

ED 239 909

SE 043 905

*Mathematics I. Curriculum Guide, Bulletin 1608.*

Louisiana State Dept. of Education, Baton Rouge. Div. of Academic Programs.

Pub Date—81

Note—75p; For related documents, see SE 043 903-904 and SE 043 907.

Available from—Louisiana State Dept. of Education, Office of Academic Programs, P.O. Box 44064, Baton Rouge, LA 70804.

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Behavioral Objectives, Competency Based Education, Computation, Course Descriptions, Curriculum Guides, Decimal Fractions, Fractions, Functions (Mathematics), Geometric Concepts, Integers, \*Learning Activities, \*Mathematics Curriculum, Measurement, Number Concepts, Percentage, Secondary Education, \*Secondary School Mathematics, Time Blocks  
Identifiers—\*Louisiana, Real Numbers

In response to the legislature's mandate to develop statewide curriculum standards for required subjects, this guide was developed by a statewide committee to present the content that should be taught in Mathematics I. It was piloted by teachers

in representative school systems and subsequently revised. Six goals for the course are listed, followed by a pacing chart suggesting the time to devote to each major topic in the course. The major topics are number concepts, real numbers, operations on whole numbers, extended number concepts, rational numbers, decimals, percent, relations and functions, measurement, geometry (informal), and operations on integers. The curriculum outline and performance objectives are then listed. In the following section, sample activities are presented, with content topic and objective noted for each. A brief list of books is given, but no answer key is provided. (MNS)

ED 239 910

SE 043 907

*Business Arithmetic. Curriculum Guide, Bulletin 1612.*

Louisiana State Dept. of Education, Baton Rouge. Div. of Academic Programs.

Pub Date—81

Note—73p; For related documents, see SE 043 903-905.

Available from—Louisiana State Dept. of Education, Office of Academic Programs, P.O. Box 44064, Baton Rouge, LA 70804.

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Behavioral Objectives, Business, Competency Based Education, Course Descriptions, Curriculum Guides, Daily Living Skills, \*Learning Activities, Mathematical Applications, \*Mathematics Curriculum, Number Concepts, Problem Solving, Secondary Education, \*Secondary School Mathematics, Time Blocks  
Identifiers—\*Business Arithmetic, \*Louisiana

In response to the legislature's mandate to develop statewide curriculum standards for required subjects, this guide was developed by a statewide committee to present the content that should be taught in Business Arithmetic. It was piloted by teachers in representative school systems and subsequently revised. Eight goals for the course are listed, followed by a pacing chart suggesting the time to devote to each major topic in the course. The major topics concern the bank, the wage earner, the small business, the operations of the small business, the problems of business, the manufacturer, taxes, and stocks. The curriculum outline and performance objectives are then listed. In the following section, sample activities are presented, with content topic and objective noted for each. A brief list of books and resources is given, but no answer key is provided. (MNS)

ED 239 911

SE 043 909

*Cannon, Esther And Others*

*An Energy Environment Education Program for Grade 3.*

San Diego County Dept. of Education, Calif.

Pub Date—78

Note—188p; For related documents, see SE 043 910-911.

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Art Activities, Elementary School Science, \*Energy, \*Energy Conservation, Energy Occupations, \*Environmental Education, Fuels, Grade 3, \*Learning Activities, Primary Education, \*Recycling, Science Activities, Social Studies

Identifiers—Alternative Energy Sources, \*Energy Education

This curriculum guide contains 45 interdisciplinary energy and environmental education activities to help students apply knowledge of energy uses to energy conservation in the home and develop an awareness of their own social responsibilities for energy consumption. Each activity, designed to meet one of six objectives, includes: (1) statement of topic or concept fostered; (2) list of materials needed; (3) teacher information; (4) procedure(s); and (5) evaluation methods. Materials to accompany selected activities, list of goals and objectives for energy education in San Diego County, and energy fact sheets are provided in appendices. Also provided in introductory sections are: brief comments for teachers on energy sources, energy forms, and renewable and non-renewable energy sources; sources of additional energy materials (including organization name and address); list of suggested art activities; and instructions for preparing a bulletin board on "energy in the news." (JN)

**ED 239 912** SE 043 910

Cannon, Esther And Others

**An Energy Environment Education Program for Grade 4.**

San Diego County Dept. of Education, Calif.

Pub Date—78

Note—138p.; For related documents, see SE 043 909-911.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Elementary School Science, \*Energy, \*Energy Conservation, \*Environmental Education, \*Fuels, Grade 4, Intermediate Grades, \*Learning Activities, Motor Vehicles, Power Technology, Science Activities, Social Studies, Transportation

Identifiers—\*Alternative Energy Sources, \*Energy Education

This curriculum guide contains 41 interdisciplinary energy and environmental education activities to help students become familiar with past, present, and alternative sources of energy as well as the economic and environmental cost of energy consumption, and to develop an awareness of how limited resources affect life style. Each activity, designed to meet one of five objectives, includes: (1) statement of topic or concept fostered; (2) list of materials needed; (3) teacher information; (4) procedure(s); and (5) evaluation methods. Materials to accompany selected activities, list of goals and objectives for energy education in San Diego County, and energy fact sheets are provided in appendices. (JN)

**ED 239 913** SE 043 911

Cannon, Esther And Others

**An Energy Environment Education Program for Grade 6.**

San Diego County Dept. of Education, Calif.

Pub Date—78

Note—268p.; For related documents, see SE 043 909-910.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Art Activities, Elementary School Science, \*Energy, \*Energy Conservation, \*Environmental Education, \*Fuels, Grade 4, Intermediate Grades, \*Learning Activities, Power Technology, Science Activities, Social Studies, Transportation

Identifiers—\*Alternative Energy Sources, \*Energy Education

This curriculum guide contains 33 interdisciplinary energy and environmental education activities to help students become familiar with past, present, and alternative sources and forms of energy as well as the economic and environmental cost of energy consumption. Each activity, designed to meet one of five objectives, includes: (1) statement of topic or concept fostered; (2) list of materials needed; (3) teacher information; (4) procedure(s); and (5) evaluation methods. Materials to accompany selected activities, list of goals and objectives for energy education in San Diego County, and energy fact sheets are provided in appendices. Also provided in introductory sections are: brief comments for teachers on energy sources, energy forms, and renewable and non-renewable energy sources; sources of additional energy materials (including organization name and address); list of suggested art activities; and instructions for preparing a bulletin board on "energy in the news." (JN)

**ED 239 914** SE 043 914

Davidson, Patricia S.

**Mathematics Learning Viewed from a Neurobiological Model for Intellectual Functioning. Final Report: Volume One.**

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Teaching and Learning Div.

Pub Date—Dec 83

Grant—NIE-G-79-0089

Note—277p.; For Volume Two of this Final Report, see SE 043 915.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Cerebral Dominance, Clinical Diagnosis, \*Cognitive Style, \*Diagnostic Tests, Educational Diagnosis, Learning Processes, \*Mathematics Achievement, \*Mathematics Education, Neurological Organization, \*Neurology, \*Psychological Studies, Remedial Instruction, Teaching Methods, Tests

Identifiers—\*Mathematics Diagnostic Prescriptive Inventory, \*Mathematics Education Research, Neurobiology, Neuropsychology

The learning of mathematics was addressed in this study, with attention in this first volume focused on defining specific learning styles in mathematics, classifying individuals according to learning styles, relating achievement to learning styles, associating learning styles with localized hemispheric functioning of the brain, correlating learning styles in mathematics with general learning styles, and tailoring teaching strategies to learning styles. The Mathematics Diagnostic/Prescriptive Inventory (MDPI), an individualized instrument assessing mathematical achievement, ability, and learning style, was administered to over 1,200 children, aged 5-18. Results of the testing led to the definition of two distinct mathematical learning styles. Comparing the findings of the MDPI with an exhaustive battery of neurological and neuropsychological tests administered to the same children established, clinically, associations between the child's mathematics learning style and hemispheric preference. A statistical study involving a wide variety of variables in mathematics, neurology, and neuropsychology coded for 220 subjects was also conducted. Results confirm that mathematics learning styles more strongly reflect qualitative aspects of performance than straight success or non-success. Conclusions from discriminant analyses conform closely to the assumption of two distinct learning styles. Examples of prescriptive teaching are included, as well as the MDPI and a sample case study. (MNS)

**ED 239 915** SE 043 915

Davidson, Patricia S.

**Mathematics Learning Viewed from a Neurobiological Model for Intellectual Functioning. Final Report: Volume Two.**

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Teaching and Learning Div.

Pub Date—Dec 83

Grant—NIE-G-79-0089

Note—270p.; For Volume One of this Final Report, see SE 043 914.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Cerebral Dominance, Clinical Diagnosis, Criteria, \*Discriminant Analysis, \*Factor Analysis, Learning Processes, Mathematics Achievement, \*Mathematics Education, Neurology, \*Psychological Studies, \*Rating Scales, Reliability, \*Statistical Analysis

Identifiers—\*Mathematics Education Research, Neurobiology, Neuropsychology

This second volume of the final report contains the statistical tables, coding key, and the rating manual for the coding key. Data on interrater reliability, factor analyses, and discriminant analyses are included and described. The manual for the coding key includes the data base and/or criteria for each item to be coded. (MNS)

**ED 239 916** SE 044 102**Program Objectives for Non-College Preparatory Mathematics. [and] The Comprehensive Math Program: Helix High School.**

Grossmont Union High School District, Calif.

Pub Date—10 Jul 79

Note—27p.; Matrix of courses and mathematics objectives may not reproduce clearly.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Accountability, \*Behavioral Objectives, \*Competency Based Education, Educational Counseling, High School Graduates, High Schools, Mathematical Vocabulary, \*Mathematics Curriculum, \*Mathematics Skills, Mathematics Teachers, Noncollege Bound Students, Program Descriptions, \*Program Development, School Districts, \*Secondary School Mathematics, Student Improvement, Student Placement

Identifiers—PF Project

Learning objectives for the non-college preparatory mathematics program of the Grossmont Union High School District (California) and a description of the competency-based comprehensive mathematics program of Helix High School (Grossmont School District) are presented. An introduction to the Grossmont program objectives outlines the purpose and format of the objectives list. The objectives describe mathematics skills which are considered

desirable for graduating students. One hundred sixteen objectives are organized into 20 categories, each of which contains between two and 12 objectives. The categories include basic operations, fractions, estimation, computation of interest, word problems, graphs, measurement, metrics, algebraic relationships, personal money management, statistics, calculators, and computers. A glossary of mathematics terms is included. The description of the Helix High School mathematics program, an accountability-based program which requires adequate understanding of course material before advancement to the next course, includes: (1) background on program development; (2) student placement considerations; (3) statistics on the number of students taking mathematics courses; (4) a description of the counseling program conducted by mathematics teachers; and (5) statistics on the improvement in student achievement resulting from the program. A matrix which relates the Grossmont program objectives to the Helix High School mathematics courses is included. (DC)

**ED 239 917** SE 044 103

Appel, Gary And Others

**The Growing Classroom: A Garden-Based Science and Nutrition Curriculum for 2nd through 6th Grades. Book 1: Becoming a Farmer.**

Live Oak School District, Santa Cruz, CA.

Spons Agency—Department of Education, Washington, DC.

Pub Date—82

Note—104p.; Developed by Project Life Lab. For Books 2 and 3, see SE 044 104-105. Charts on pages 36-37 may not reproduce clearly.

Available from—Friends of the Harvest, 809 Bay Ave., Suite H, Capitola, CA 95010 (\$33.00 per set).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Demonstration Programs, Discovery Learning, Elementary Education, \*Environmental Education, \*Experiential Learning, \*Interdisciplinary Approach, Learning Activities, Outdoor Activities, \*Outdoor Education, Validated Programs

Identifiers—\*Gardening, PF Project, Project Life Lab

This guide for starting a school garden is Book One in Project Life Lab's (Santa Cruz, California) three-part curriculum for a garden-based science and nutrition program for grades 2-6. The curriculum is designed for use as an integrated program, but the books can be used independently. It is suggested that the use of student journals can greatly enhance the effectiveness of the curriculum by providing a place for students to record data and observations as well as lessons. Divided into three sections, this book covers: (1) planning, preparing, and sowing the garden site; (2) creating support for the project from teachers, students, parents, and the school administration; and (3) a step-by-step approach to the fundamentals of gardening. Each lesson in the third section provides the stated purpose of the lesson, a list of all necessary materials, the type of activity to be carried out along with needed background information, discussion questions for tying the lesson together, and additional activities and follow-up lessons. An eight-item bibliography of additional resources is included at the end of section one of this book. (JW)

**ED 239 918** SE 044 104

Appel, Gary And Others

**The Growing Classroom: A Garden-Based Science and Nutrition Curriculum for 2nd through 6th Grades. Book 2: Science.**

Live Oak School District, Santa Cruz, CA.

Spons Agency—Department of Education, Washington, DC.

Pub Date—82

Note—195p.; Developed by Project Life Lab. For Books 1 and 3, see SE 044 103 and SE 044 105.

Available from—Friends of the Harvest, 809 Bay Ave., Suite H, Capitola, CA 95010 (\$33.00 per set).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Communication Skills, Conservation Education, Demonstration Programs, Discovery Learning, Elementary Education, \*Elementary School Science, Entomology, \*Environmental Education, Experiential Learning, \*Interdisciplinary Approach, Learning Activities, \*Outdoor Education, Perception, Photosynthesis, Problem Solving, \*Science Activities, Validated Programs



**Identifiers—PF Project, Project Life Lab**

This guide for teaching science is Book Two in Project Life Lab's (Santa Cruz, California) three-part curriculum for a garden-based science and nutrition program for grades 2-6. The curriculum is designed for use as an integrated program, but the books can be used independently. It is suggested that the use of student journals can greatly enhance the effectiveness of the curriculum by providing a place for students to record data and observations as well as feelings. The use of journals is referred to in many of the lessons. Divided into 10 units, this book covers indoor and outdoor science activities on: (1) problem solving and communication; (2) awareness and discovery of perceptions; (3) the many aspects of soil; (4) the mysteries of growing; (5) photosynthesis; (6) cycles and changes, with a focus on decomposition and decay; (7) interdependence in human and animal communities; (8) the ecology and anatomy of insects and flowers; (9) ways energy consumption patterns can be changed; and (10) ways for children to conserve and recycle. Each lesson provides the stated purpose of the lesson, a list of all necessary materials, the type of activity to be carried out along with needed background information, discussion questions for tying the lesson together, and additional activities and follow-up lessons. (JW)

**ED 239 919****SE 044 105***Appel, Gary And Others***The Growing Classroom: A Garden-Based Science and Nutrition Curriculum for 2nd through 6th Grades. Book 3: Nutrition.**

Live Oak School District, Santa Cruz, CA.

Spons Agency—Department of Education, Washington, DC.

Pub Date—82

Note—164p.; Developed by Project Life Lab. For Books 1 and 2, see SE 044 103-104.

Available from—Friends of the Harvest, 809 Bay Ave., Suite H, Capitola, CA 95010 (\$33.00 per set).

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors—Activity Units, Consumer Education, Cooking Instruction, Demonstration Programs, Discovery Learning, Elementary Education, \*Experiential Learning, \*Health Activities, \*Health Education, Interdisciplinary Approach, Learning Activities, \*Nutrition Instruction, Validated Programs

**Identifiers—PF Project, Project Life Lab, Recipes (Food)**

This guide for teaching nutrition is Book Three in Project Life Lab's (Santa Cruz, California) three-part curriculum for a garden-based science and nutrition program for grades 2-6. The curriculum is designed for use as an integrated program, but the books can be used independently. It is suggested that the use of student journals can greatly enhance the effectiveness of the curriculum by providing a place for students to record data and observations as well as feelings. The use of journals is referred to in many of the lessons. Divided into six units, this book contains lessons on: (1) food choices; (2) the basic four food groups; (3) nutrients; (4) digestion; (5) food consumerism; and (6) recipes for snacks based upon information learned in the preceding lessons. Each lesson provides the stated purpose of the lesson, a list of all necessary materials, the type of activity to be carried out along with needed background information, discussion questions for tying the lesson together, and additional activities and follow-up lessons. (JW)

**ED 239 920****SE 044 106****Conservation for Children [Levels 1-6 and an All-Levels Supplement].**

Cupertino Union School District, Calif.

Pub Date—80

Note—873p.; Answer keys contain small print and may not reproduce well. The criterion-referenced test answer key in the Level 3 section is missing.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF06/PC35 Plus Postage.**

Descriptors—\*Art Activities, \*Basic Skills, Behavioral Objectives, Children's Literature, Class Activities, \*Conservation Education, Criterion Referenced Tests, Elementary Education, Elementary School Mathematics, Field Trips, Films, \*Horticulture, \*Interdisciplinary Approach, Language Arts, Music Activities, Resource Materials, Science Activities, Sequential Approach, Social Studies

**Identifiers—PF Project**

Developed to promote conservation awareness in elementary students, each of the six grade-level-sequenced activity guides provides: (1) a list of conservation concepts; (2) a criterion-referenced test; (3) a class record sheet; (4) a content guide; and (5) 90 student worksheets (40 for language arts, 20 for mathematics, 20 for social studies and science, and 10 for related activities). The related activities integrate conservation with arts and crafts, growing plants, or music and provide a sample of the activities found in the all-levels supplement. Test items and worksheets are correlated as are basic skill objectives and conservation topics. Each guide also provides sources of free and inexpensive materials, a list of children's books, and answers to the worksheets and the tests. The all-levels supplement contains a conservation calendar; general classroom ideas; activities for arts and crafts, music, and growing plants; a list of conservation agencies and groups; sources of free and inexpensive materials; ideas for field trips; sources of additional programs and materials; a list of films and film sources; and a bibliography of children's books. (EM)

**ED 239 921****SE 044 107***D'Alli, Richard, Ed. Greely, Ronald, Ed.***Activities in Planetary Geology for the Physical and Earth Sciences.**

National Aeronautics and Space Administration, Washington, D.C.

Report No.—NASA-EP-179

Pub Date—82

Note—184p.; Chart on inside front cover and photographs may not reproduce well.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC08 Plus Postage.**

Descriptors—Astronomy, Cartography, Class Activities, \*Earth Science, \*Geology, Learning Activities, \*Lunar Research, Meteorology, Postsecondary Education, Resource Materials, \*Science Activities, Secondary Education, \*Space Exploration, Teaching Guides

**Identifiers—Mars (Planet), Moon, PF Project, \*Planetary Geology, Planets**

The activities in this guide deal with concepts in planetary geology, but they can be generalized to illustrate broad problems in the earth sciences. They are designed to supplement or introduce topics usually encountered in earth science courses. The exercises, organized into independent units which can be presented in any order, are appropriate for secondary and postsecondary education; however, most can be adapted to the elementary level as well. Each activity is printed twice: once in a form suitable for classroom use with objectives, materials needed, background information, procedures, and questions; and again with answers and suggestions for the teacher inserted in the appropriate blanks. The following units and activities are included: (1) lunar phases (understanding phases of the moon); (2) planetary cratering (impact cratering and comparing cratering processes); (3) Aeolian processes (Martian wind tunnel); (4) planetary atmospheres (Coriolis effect and storm systems); and (5) geological mapping of other planets (photogeologic mapping of the moon, planets in stereo, landform mapping, and geologic features of Mars). Appendices provide information for ordering National Aeronautics and Space Administration (NASA) motion pictures and publications, sources of space photographs, suggestions for correlating topics of the activities, and a glossary of planetary geology vocabulary. (DC)

**ED 239 922****SE 044 108****The Mathematics Program of the Denver Public Schools: Grades K-6.**

Denver Public Schools, CO. Dept. of Instructional Services.

Pub Date—81

Note—92p.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Arithmetic, \*Cognitive Objectives, Educational Philosophy, Elementary Education, \*Elementary School Mathematics, Geometry, \*Mathematical Concepts, Mathematical Formulas, \*Mathematics Curriculum, Measurement, Numbers, Program Guides, Resource Materials, \*Sequential Approach, Word Lists

**Identifiers—PF Project**

The objectives and the scope and sequence for the elementary school mathematics program of the Denver Public Schools (Colorado) are presented. The guide begins with a statement of the philosophy

and general objectives of the K-12 mathematics program and a discussion of the methods of achieving those objectives. Several important ideas and concepts in the teaching of mathematics are described. A scope and sequence is presented which lists student objectives for each level from kindergarten through sixth grade under the following topics: (1) mathematical sentences; (2) number and numeration (whole numbers); (3) operations (whole numbers); (4) number and numeration (rational numbers); (5) operations (rational numbers); (6) geometry; (7) measurement; and (8) graphs, charts, and tables. Mathematics vocabulary words are listed with recommendations for introducing each word at either the primary, or intermediate level. Following a statement of philosophy on teaching mathematics in kindergarten, an extensive grade-level outline is presented which further defines the objectives contained in the scope and sequence, this time combining the objectives for the various topics together for each grade level. The outline also relates each objective to activity resource guides which are listed as Denver Public Schools resources. The appendix provides descriptions and prices for these resource materials. (DC)

**ED 239 923****SE 044 111***Stephenson, Robert L.***Investigations in Life Science, Junior High.**

Area Education Agency 7, Cedar Falls, IA.

Pub Date—[80]

Note—36p.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Animals, \*Biological Sciences, Class Activities, Junior High Schools, Learning Activities, Photosynthesis, \*Plant Growth, Science Activities, \*Science Experiments, Science Instruction, Student Research, Teacher Developed Materials

**Identifiers—Cells (Biology), Earthworms, Hands On Experience, PF Project, \*Ponds**

Developed for teachers of junior high school science classes, this unit presents ten investigations on plant growth, animal life, pond life, and general science interests. These investigations are designed to accompany any popular life science textbooks, may be used to supplement a year-long course in life science, are intended as a springboard for further student study, are written for a wide range of student abilities, and contain hands-on activities. The materials required for these investigations are commonly found in junior high science classrooms or in high school chemistry stockrooms. The following investigations are presented: (1) plant growth; (2) plant growth and nutritional deficiency; (3) the colorful colors (photosynthesis); (4) tropism (growth patterns in plants); (5) a friend of the soil (earthworm); (6) life in a rotting log (story of succession); (7) life in a pond; (8) plant and animal cells; (9) water and soil analyses; and (10) construction of a terrarium (a multipurpose, combination terrarium and aquarium). The format varies for each of these investigations but many contain an introduction, procedures, materials required, and followup studies. Some contain additional activities, questions, notes to the teacher, and observations. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (EM)

**ED 239 924****SE 044 112***Miletich, Yvonne Petrich***Contemporary Story Problems.**

Area Education Agency 7, Cedar Falls, IA.

Pub Date—[80]

Note—18p.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Elementary Education, \*Elementary School Mathematics, Learning Activities, Mathematics Instruction, Mathematics Materials, \*Problem Solving, Teacher Developed Materials

**Identifiers—PF Project, \*Story Problems (Mathematics), \*Word Problems (Mathematics)**

A collection of 90 contemporary mathematics story problems are presented for use by elementary teachers. The problems enable students to exercise the steps of problem solving involving operational skills. Instructions given to students list five directions for finding solutions. The answers to all 90 problems are included. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (EM)

## ED 239 925

SE 044 113

Eason, Oliver

## Stars and Star Myths.

Area Education Agency 7, Cedar Falls, IA.

Pub Date—[80]

Note—100p.; Constellation charts on pages 80-93

not reproduce well.

Pub Type—Guides - Classroom - Learner (051) —

Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Astronomy, Elementary Secondary Education, Fables, Folk Culture, Greek Literature, Instructional Materials, Latin Literature, \*Mythology

Identifiers—\*Constellations, PF Project, \*Stars

Myths and tales from around the world about constellations and facts about stars in the constellations are presented. Most of the stories are from Greek and Roman mythology; however, a few Chinese, Japanese, Polynesian, Arabian, Jewish, and American Indian tales are also included. Following an introduction, myths are presented for the following 32 constellations which include the 12 signs of the zodiac: Andromeda, Aquarius, Aries, Auriga, Bootes, Cancer, Canis Major, Canis Minor, Capricornus, Cassiopeia, Cepheus, Cetus, Corvus, Cygnus, Draco, Gemini, Hercules, Leo, Lepus, Libra, Lyra, Orion, Pegasus, Perseus, Pisces, Sagittarius, Scorpius, Taurus, Ursa Major, Ursa Minor, and Virgo. Many of the constellations are described in more than one story. Two tests with answer keys are included along with a pronunciation guide for the names of the constellations. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (DC)

## ED 239 926

SE 044 135

## Math and Beyond.

Solana Beach Elementary School District, Calif.

Pub Date—84

Note—3p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Awards, Bulletin Boards, Demonstration Programs, Elementary Education, \*Elementary School Mathematics, \*Incentives, \*Mathematical Enrichment, Motivation Techniques, Parent Participation, Program Descriptions, Program Effectiveness, \*Recognition (Achievement), \*Student Motivation

Identifiers—PF Project

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: MATH AND BEYOND is a schoolwide math incentive program designed to encourage students—and their parents—to investigate and explore the world of mathematics beyond those experiences provided during the school day. The program focuses on experiences and activities in seven different areas of math: brain teasers, puzzles, and math games; problem solving; drill time; math art; consumer math; measurement; and calculator math. All students receive a personalized "Doppy disk" used in charting their progress on a large bulletin board. The bulletin board, located centrally at the school site, depicts a computer circuitry board. Students must complete the appropriate level of materials to meet the requirements for advancement to a succeeding area on the board. The extensive use of manipulatives is incorporated into many of the activities. Student materials include directions for activities and suggestions for parent involvement. For their accomplishments, students are given awards such as 'computer' pencils; the highest award is a gold medal. The MATH AND BEYOND program has been developed in response to the existing need to meet future technological challenges. "The Handbook for Planning an Effective Mathematics Program," designed by the California State Department of Education, has served as a guide in developing program materials. Student benefits from MATH AND BEYOND have been cited as—(1) an increase in student ability in mathematics; (2) an increase in student enjoyment in mathematics and an improved attitude toward math; (3) an increase in the time spent in math-related activities; and (4) the development of positive parent-school-child relationships. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (Author)

## ED 239 927

SE 044 140

Modlin, Ruth

## Activities Using a Restaurant Theme.

Area Education Agency 7, Cedar Falls, IA.

Pub Date—[80]

Note—44p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Art Activities, \*Creative Thinking, \*Decision Making, \*Dining Facilities, Elementary Education, \*Elementary School Mathematics, Enrichment Activities, Food Service, Interdisciplinary Approach, \*Language Arts, Learning Activities, Mathematical Enrichment, Performance Contracts, Simulation, Teacher Developed Materials, Thematic Approach, Worksheets

Identifiers—PF Project, \*Restaurant Management

Designed for use with elementary students, 44 activities using a restaurant theme integrate creative thinking and decision-making skills with language arts, mathematics, and art. The activities, which can be used independently by the students, deal with types of restaurants, names and themes, floor plans, interior and exterior design, house specials, menus, advertising for and hiring workers, planning work schedules, figuring wages, figuring the customer's bill, giving change, figuring sales tax, advertising the restaurant, and calculating restaurant income. Ten suggestions for using the activities are given to the teacher along with a list which coordinates the activities with subject areas, notes difficult activities, and notes mathematics activities which have answer keys. Ten required activities are underlined. A sample student contract is offered as a teaching option. Two simulation activities on inflation and recession are included in addition to the 44 activities. Instructions to students include directions for choosing, completing, and evaluating the activities. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (EM)

## ED 239 928

SE 044 142

Miller, Vicki Happel, Sue

## Dinosaurs.

Area Education Agency 7, Cedar Falls, IA.

Pub Date—[80]

Note—58p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Art Activities, Books, Elementary Education, \*Elementary School Science, Learning Activities, \*Paleontology, Resource Materials, \*Science Activities, Worksheets

Identifiers—\*Dinosaurs, PF Project

Facts, activities, and student worksheets about dinosaurs are presented. General information about dinosaurs (when they lived and what they were like) and fossils (how they are created and what information they can provide) is followed by a worksheet and answer sheet. A timeline of the dinosaur age and a classification chart which divides dinosaurs into orders and suborders are included. Descriptions, facts, lists of suggested supplemental materials, and discussion questions are offered for each of the following dinosaurs: (1) tyrannosaurus rex; (2) allosaurus; (3) ornithomimus or struthiomimus; (4) brontosaurus or apatosaurus; (5) diplodocus; (6) brachiosaurus; (7) iguanodon; (8) anatosaurus or trachodon; (9) stegosaurus; (10) ankylosaurus; (11) protoceratops; (12) triceratops; (13) ichthyosaurus; (14) elasmosaurus; and (15) pteranodon. Several possible explanations for the disappearance of the dinosaurs are provided along with a worksheet. Twenty-five activities including science, art, and mathematics activities which are related to dinosaurs or which use a dinosaur theme are presented. A bibliography is included which cites nine activity books, 25 fiction books, and 58 nonfiction books on dinosaurs. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (DC)

## ED 239 929

SE 044 145

Herrick, Margery

## Mathematical Thought Problems: "Primary Grades."

Area Education Agency 7, Cedar Falls, IA.

Pub Date—[80]

Note—89p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Addition, \*Arithmetic, Educational Games, \*Enrichment Activities, Instructional Materials, Learning Activities, \*Mathematical Enrichment, \*Mathematics Instruction, Primary Education, Problem Sets, Subtraction

Identifiers—PF Project, \*Word Problems (Mathematics)

Twenty-seven supplemental lessons for primary students involving mathematical thought problems on addition, subtraction, and comparison (e.g., greater than and less than) are presented. Each of the lessons contains 10 or more problems which students either hear or read and then respond to either orally or on written answer sheets. The materials in this booklet are grouped in four sections: (1) 27 word problem cards (one for each lesson); (2) student answer sheets for those lessons requiring written answers; (3) transparency masters for presenting the questions for several of the lessons; and (4) instructions and materials for three games which can be used with some of the lessons. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (DC)

## SO

## ED 239 930

SO 014 457

Oliver, Donald W. Shaver, James P.

## The Development of a Multidimensional Observational System for the Analysis of Pupil-Teacher Interaction.

Pub Date—15 Feb 63

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (February 15, 1963).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Environment, \*Classroom Observation Techniques, \*Classroom Research, Discussion (Teaching Technique), Elementary Secondary Education, Interaction, \*Models, Student Behavior, \*Student Teacher Relationship, Teacher Behavior, \*Teaching Styles

Identifiers—Dimensional Analysis

A set of dimensions for describing teacher discussion style is presented in this paper written in 1963. In the task dimension, teacher style is defined in terms of statement posture (positive or negative assertion), discussion posture (teacher's attitude toward information, e.g., descriptive, analytic), statement types (value judgments or factual claims about reality), and logical or intellectual operations. The social-emotional dimension includes the interpersonal affect. Procedural dimensions include efforts to control the interaction situation, e.g., task-oriented procedural acts, deviance control. To describe teacher behavior, the authors recommend first defining styles according to certain conceptual dimensions, training teachers to "play" these styles, and observing what differences occur in student behavior and learning outcomes. They illustrate this approach by describing two style models—recitation teaching and Socratic teaching—and then defining some of the similarities and differences between the two styles according to the dimensions in their model. The paper concludes with a discussion of the utility of a dimensional analysis of teacher or discussion style. (RM)

## ED 239 931

SO 014 788

## [Patriotism and the American Flag. Articles Compiled from Nine Issues of "Instructor" and "Grade Teacher Magazines."]

San Mateo County Office of Education, Redwood City, CA. SMERC Information Center.

Pub Date—[83]

Note—28p.

Pub Type—Journal Articles (080) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Class Activities, Drama, Elementary Education, Learning Activities, \*Patriotism, Teaching Methods, \*United States History

Identifiers—\*Flags, PF Project, \*Pledge of Allegiance

Materials and activities for teaching about patriotism, the American flag, and the Pledge of Allegiance are offered in this compilation of articles taken from issues of "Grade Teacher" (Feb. 1952, Jun. 1954, Feb. 1958, Jun. 1960, Jun. 1962, Sep. 1971), and "Instructor" (Jun. 1962, Feb. 1975, Feb. 1983), magazines. The activities include learning about colonial life, the first patriots, America's black heritage, the 50 states, and local history. Ideas for role playing patriotic themes, a patriotic play about past presidents, and information about the cam-

paign to restore the Statue of Liberty and Ellis Island are also given. Two articles contain ideas for teaching the history and the meaning of the Pledge of Allegiance, and two units on the study of the American flag are outlined. Further materials provide information on the history of the flag and proper flag ritual. A short play about the flag, two poems, and one song are also included in this compilation. (JH)

**ED 239 932** SO 014 896  
Persaud, Gangra

**Moral Education and the Primary School Curriculum: A Comparative Review of Case Studies of Selected Latin American and Caribbean Countries.**

United Nations Educational, Scientific, and Cultural Organization, Santiago (Chile). Regional Office for Education in Latin America and the Caribbean.

Pub Date—May 83

Note—93p; Print marginally legible.

Pub Type—Reports - Descriptive (141) - Information Analyses (070)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Church Role, Comparative Analysis, \*Comparative Education, Developing Nations, Educational Objectives, Educational Practices, Elementary Education, \*Ethical Instruction, Family Role, Foreign Countries, \*Latin American Culture, Latin Americans, Mass Media, Moral Development, Moral Values, Peer Influence, \*School Role, Social Influences, \*Socialization, Social Stratification, Teaching Methods  
Identifiers—Argentina, \*Jamaica, Uruguay, Venezuela

Data from four separate case studies examining socialization and moral education in the elementary schools of Jamaica, Argentina, Uruguay, and Venezuela are compared and analyzed. The analysis is intended to help national officials, university personnel, and community leaders interpret what is happening in relation to moral values and the educational process. Part 1, which comprises about 30% of the publication, contains the comparative analysis. Parts 2, 3, 4, and 5 contain the case studies for the four countries. Data show that the educational systems in all four countries explicitly define the ground rules of moral conduct in their aims, content, and activities (excluding methods of teaching, teacher behavior, and school organization). With the exception of social studies courses in Jamaica, the development of critical consciousness and autonomous moral judgments concerning social issues is not included in the curricula. Family, communication media, church, and other social groups are also sources of socialization which reinforce traditional values and the status quo in these highly stratified and elitist countries, rather than the development of moral consciousness. (RM)

**ED 239 933** SO 015 114

Sobeih, Nabil Ahmed Amer  
**A Cultural History of Education in the Arab World with Special Reference to the Arabian Gulf Region.**

Pub Date—83

Note—17p; Paper presented at the International Symposium on Asian Studies (4th, Hong Kong, 1983).

Pub Type—Speeches/Meeting Papers (150) - Historical Materials (060)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Arabs, \*Comparative Analysis, \*Cultural Influences, Developing Nations, Developing Nations, \*Educational History, Elementary Secondary Education, Foreign Countries, Higher Education, Islamic Culture, Middle Eastern History, \*Middle Eastern Studies, Religious Education, Religious Factors  
Identifiers—\*Arab States

An overview of the development of formal education in the Arab countries over the past 12 centuries is presented. The overview, arranged into five major sections, emphasizes the interplay of indigenous and foreign cultural influences. Brief sections on the Great Arab Age (7th-10th centuries) and the decline of Arab culture (11th-17th centuries) precedes substantive sections on Arab education in the 18th, 19th, and 20th centuries. The section covering the 18th century examines the stagnating influence of the Ottoman Empire on Arab education and cultural progress. The section on the 19th and 20th centuries focuses on the impact of the West on Arab education. The establishment of a separate school system on the Western model and the college and

university system are described. Subsections consider modern education in Syria, Lebanon, Saudi Arabia, and the Arab Gulf states. A bibliography is included. (LP)

**ED 239 934** SO 015 118

Bartlett, Glenda Price, Marlene H.  
**Economics - A Puzzle: The People Power Solution.**

Russellville Public Schools, Ark.

Pub Date—81

Note—38p; Paper prepared at Sequoyah Elementary School for the International Paper Company Foundation's 19th Annual National Awards Program for the Teaching of Economics (1980-1981). Available from—National Depository for Economic Education Awards, Milner 184, Illinois State University, Normal, IL 61761 (free).

Pub Type—Reports - Descriptive (141) - Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Awards, Business, Concept Teaching, Decision Making, \*Economic Factors, \*Economics Education, Elementary Education, Grade 3, Grade 5, Income, Inflation (Economics), Learning Activities, Marketing, Monetary Systems, Productivity, Program Descriptions, Resources, Specialization, Taxes, Teacher Developed Materials, Units of Study

Identifiers—Interdependence, Supply and Demand

A third-grade class and fifth-grade remedial reading students gained a positive attitude toward contemporary economic problems by studying economics as a puzzle in this award-winning project. The following concepts were each approached as pieces of the puzzle to be solved: money, wants and needs, income, goods and services, scarcity, consumption and production, inflation, taxes, market economy, public and private enterprise, resources, productivity, decisionmaking, and interdependence. Students were introduced to the unit through a current events study of the economic components of the 1980 presidential campaign platforms and the creation of a "good" and "bad" economic news bulletin board. Unit activities were many and varied and included studying the costs of favorite foods, enacting role plays, writing a story on the life of a \$10 bill, listening to quest presentations on city services and school finances, conducting interviews, creating bulletin boards and murals, and taking a field trip to a local mall and supermarket. Students concluded their unit of study through several major projects: advertising and marketing hats, writing an economics newsletter, and conducting a schoolwide open house in which their economics activities were displayed. Project evaluation materials and a bibliography are included. (LP)

**ED 239 935** SO 015 123

Bourbonnais, Mary Kathryn  
**Economic Promises and Challenges of Productive Resources: A Study of Man's Use of Productive Resources over the Ages (From the Stone Age to the Space Age).**

Pub Date—81

Note—334p; Paper prepared at Bethel School for the International Paper Company Foundation's 20th Annual National Awards Program for the Teaching of Economics (1981-1982). Photographs and examples of student work may not reproduce clearly.

Available from—National Depository for Economic Education Awards, Milner 184, Illinois State University, Normal, IL 61761 (free).

Pub Type—Guides - Classroom - Teacher (052) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Awards, Course Descriptions, \*Economics Education, Grade 5, Human Resources, \*Interdisciplinary Approach, Intermediate Grades, Learning Activities, Natural Resources, Teacher Developed Materials, \*United States History, Units of Study

Identifiers—Free Enterprise System, Frontier History

Research and study of economic discoveries, inventions, improvements, and man's use of natural and human resources and capital goods from the Stone Age to the present helped fifth graders understand and appreciate the foundation and structure of the U.S. economic system and today's standards of living. The year-long study, which was integrated into the social studies curriculum, consisted of five mini-units: Early Man (Caveman and Early Ameri-

can Indians); Early Europeans; Explorers; Early Builders of Our Nation (Colonists and Frontiersmen); and Enterprising Americans Today (Free Enterprise Society). Student activities were many and varied. For example, pupils used classroom learning centers; did a choral reading about their country's history; role played life on a deserted island; made murals, model homes, and dioramas showing early man's economic activities and then displayed these projects in a children's museum; wrote creative stories; took field trips; listened to guest speakers; and wrote letters. Major concepts and goals and activities for each unit are described. Samples of student work are included. (RM)

**ED 239 936** SO 015 124

McKeever, Barbara  
**Learning to Love Your Computer: A Fourth Grade Study in the Use of Computers and Their Economic Impact on the World Today.**

Fort Smith School District, AR.

Pub Date—81

Note—72p; Paper prepared at Fairview Elementary School for the International Paper Company Foundation's 19th Annual National Awards Program for the Teaching of Economics (1980-1981). Available from—National Depository for Economic Education Awards, Milner 184, Illinois State University, Normal, IL (free).

Pub Type—Reports - Descriptive (141) - Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Awards, \*Computer Literacy, Computers, Concept Teaching, Decision Making, \*Economic Factors, \*Economics Education, Grade 4, Intermediate Grades, Learning Activities, Marketing, Productivity, Program Descriptions, Resources, Specialization, Teacher Developed Materials, Units of Study

Identifiers—Interdependence, Supply and Demand  
An award-winning fourth-grade unit combines computer and economics education by examining the impact of computer usage on various segments of the economy. Students spent one semester becoming familiar with a classroom computer and gaining a general understanding of basic economic concepts through class discussion, field trips, and bulletin boards. The 18-week unit then tied these economic concepts to computer usage as follows. Students examined: computers as suppliers of wants and needs and as solutions to labor problems (scarcity); computer technology's effect on the standard of living (economic goals); computers as capital goods (productive resources); the creation of a market for computers (market economy); financial uses of computers (financial institutions); computer related careers (circulation flow); increases in productivity through computers (resource extenders); the contribution of others to computer availability (economic interdependence); and deciding on computer use (decisionmaking). As a culminating activity, students developed an "economics quotient" test which was programmed for the computer and offered as part of an open house program. A program evaluation and bibliography are included. (LP)

**ED 239 937** SO 015 134

Jasper, Bruce  
**Using Social Studies Skill Lessons to Teach Economic Concepts and Economic Analysis.**

Robbinsdale Independent School District 281, Minn.

Pub Date—80

Note—37p; Paper prepared at Hosterman Junior High School for the International Paper Company Foundation's 19th Annual National Awards Program for the Teaching of Economics (1980-1981). Available from—National Depository for Economic Education Awards, Milner 184, Illinois State University, Normal, IL 61761 (free).

Pub Type—Guides - Classroom - Teacher (052) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Awards, Concept Teaching, \*Economics Education, Grade 9, Junior High Schools, Learning Activities, Library Skills, Program Descriptions, \*Skill Development, \*Social Studies, Teacher Developed Materials, Units of Study  
Lessons from a ninth-grade course which integrates social studies skills development and economic concept teaching are outlined. An overview describes the content of the year-long course and the skill objectives. Course content is divided into three sections: a basic introduction to economics,



student interest topics such as the economics of crime and consumer economics, and a simulation of an economic community. Skills developed in the course are related to: textbooks, "Reader's Guide to Periodical Literature," card catalogs, encyclopedias, charts, graphs, tables, editorial cartoons, fact and opinion, bias, time lines, and source reliability. Following a chart which tags economic concepts to activities and skills lessons, lessons are described in greater detail. The appendix contains the following sample lessons: use of economic cartoons to understand symbols and opinions; examination of circle graphs of energy production and consumption; use of the encyclopedia to study the industrial revolution; and location of information on inflation, energy, and unemployment through the "Reader's Guide." Also included is a test of junior high school level economic understanding. (LP)

**ED 239 938** SO 015 149  
Edwards, Wanda Rushing Carr, Edward G., Jr.  
Learning the Law: Law Education for Young North Carolinians.

North Carolina State Dept. of Justice, Raleigh.  
Spons Agency—Wabcock (Mary Reynolds) Foundation, Inc., Winston-Salem, N.C.  
Pub Date—83

Note—101p; Photographs and charts with small print may not reproduce clearly.  
Available from—N.C. Justice Academy, P.O. Drawer 99, Salem, NC 28385 (\$2.00).

Pub Type—Guides - Classroom - Learner (051)  
EDRS Price - MF01/PC10 Plus Postage, PC Not Available from EDRS.

Descriptors—Child Abuse, Civil Rights, Constitutional Law, Court Role, Courts, Crime, Criminal Law, Decision Making, Delinquency, Delinquent Rehabilitation, Due Process, Instructional Materials, Judges, Junior High Schools, Justice, Juvenile Courts, "Laws, Learning Activities," Legal Education, Legal Responsibility, Legislation, Social Change, Social Problems, Units of Study, Youth Problems

Identifiers—North Carolina  
Arranged in five chapters, this supplementary resource for junior high students contains information on the history, practical applications, and social consequences of the law. In chapter 1, students are introduced to the origin of laws through examination of a fable, the relationship between government and laws, types of laws, and law enforcement. Chapter 2 explores the relationship between legislation and social change. The following aspects of the court system are described in chapter 3: appellate courts, superior courts, juries, court officials, juvenile justice, various types of abused or problem children, the rights of juveniles, and juvenile corrections facilities. Chapter 4 outlines various types of crime and considers sentencing procedures and prison facilities. The final chapter familiarizes students with their rights as employees, students, property owners, married couples, or expectant parents. The responsibilities of decisionmaking are also discussed. Illustrated with photos and pen-and-ink drawings, each chapter contains an introduction, summary, and student exercise section. Exercises are divided into vocabulary, discussion questions, activities, and suggestions for further study. Appendices contain footnotes, a bibliography, a glossary, and a list of court cases. (LP)

**ED 239 939** SO 015 159  
Social Studies for Elementary Grade Levels. Curriculum Development Teaching Guide No. 77.  
Nova Scotia Dept. of Education, Halifax.

Pub Date—81  
Note—233p.  
Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Area Studies, Community, Curriculum Development, Curriculum Guides, Educational Objectives, Elementary Education, Environmental Education, Family Life Education, Global Approach, Learning Activities, Physical Geography, Social Studies, Teaching Methods

Identifiers—Canada  
A Canadian elementary level social studies curriculum combines the study of home, school, and community with the broader study of the nation and world through a multi-spiral approach. Described are the following units: the primary grade level (orientation, self, home, neighborhood, and school), grade 1 (families), grade 2 (communities), grade 3 (Canadian communities), grade 4 (people and their changing environment), grade 5 (Canada and the

world's people), and grade 6 (Nova Scotia and Atlantic Canada). The format for each unit is the same: a summary of content, time framework, skills, and objectives is followed by a chart outlining the themes, objectives, and skills. Themes are presented in the form of questions which the students should be able to answer upon completion of their study. A more detailed chart tags each objective to a number of activities, arranged in order of difficulty. Also included in this program description are sections containing primary to grade 3 resource materials, grades 4-6 resources, suggested methods and activities, and general resources for social studies teachers. (LP)

**ED 239 940** SO 015 160  
Marksherry, Mary Lee  
Three Cultures: The Hopi Indians of the Southwest Desert, the Indians of the Northwest Pacific Coast, and the People of Midwest U.S.A. An Anthropological Unit.

Pub Date—83  
Note—325p; Newspaper photographs and articles may not reproduce clearly. Three newspaper articles have been removed due to copyright restrictions.

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC13 Plus Postage.

Descriptors—American Indian Culture, American Indian Studies, Anthropology, Art, Athletics, Cultural Awareness, Employment, Family Life, Food, Geographic Regions, Grade 5, Grade 6, Grade 7, Intermediate Grades, Junior High Schools, Learning Activities, Mythology, Natural Resources, Religion, Social Organizations, Social Studies, Sociocultural Patterns, Units of Study  
Identifiers—Hopi (Tribe), Pacific Northwest Tribes, United States (Midwest)

Intended to acquaint fifth-, sixth-, and seventh-grade children with the concept of culture, this anthropology unit focuses on two groups of Indians who lived in prehistoric times and present-day non-Indian families living in the Midwest. Objectives are to help students understand the behavior of the Northwest Pacific Coast Indians, the Hopi Indians of the Southwest, and the Midwest families by studying their social organization, homes, villages, work, games, sports, food, dress, religious beliefs and practices, societies, dances, ceremonies, myths, art forms, and the natural vegetation and resources of the areas in which they live. Unit activities are many and varied. For example, students read and discuss books, view films, do library research, write reports, make topical outlines, make bulletin boards, give oral reports, and participate in classroom discussions. Included in the unit are lists of resources to be used and a chart indicating unit content and objectives. The appendices, which comprise about two-thirds of the document, contain supplemental material for each of the units, including newspaper articles, essays, lists of vocabulary and terms, short reading selections, diagrams of family trees, a pronunciation guide, and evaluation instruments. (RM)

**ED 239 941** SO 015 207  
Karchmer, Clifford L.  
Juvenile Firesetter and School Arson Prevention Programs.

Aetna Life and Casualty, Hartford, Conn.  
Pub Date—Sep 83  
Note—20p; From the Aetna Arson Prevention Series.

Pub Type—Guides - Non-Classroom (055) - Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.  
Descriptors—Community Action, Counseling, Crime Prevention, Delinquency, Delinquency Causes, Delinquency Prevention, Delinquent Rehabilitation, Elementary Secondary Education, Fire Protection, Program Development, Social Problems, Vandalism, Youth Problems

Identifiers—Arson, PF Project  
Designed to provide background information and assistance to educators developing arson prevention programs in the schools, this report reviews existing programs and recent research on juvenile firesetting. Following an introduction, information is divided into four sections. Section 1 emphasizes curiosity and emotional disturbances as underlying causes of juvenile arson and summarizes psychological research on the subject. Section 2 outlines the following firesetting motivations: vandalism, revenge, spite, jealousy, crime concealment, intimidation, and profit. Section 3 provides guidelines for developing effective prevention programs while sec-

tion 4 surveys the growing problem of school-based arson. Lists of useful organizational resources and print materials conclude the report. (LP)

**ED 239 942** SO 015 214  
Peninsula Humane Society Teacher's Packet, Secondary Level.

Peninsula Humane Society, San Mateo, CA.  
Pub Date—[83]  
Note—37p.

Available from—Peninsula Humane Society, Humane Education Department, 12 Airport Blvd., San Mateo, CA 94401 (free to San Mateo County teachers, \$5.00 to those outside SMCOC).

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Animal Behavior, Animals, Child Responsibility, Instructional Materials, Interdisciplinary Approach, Learning Activities, Lesson Plans, Secondary Education, Units of Study, Wildlife

Identifiers—Animal Welfare, Humane Education, Pets, PF Project

Activities in this teacher's packet are designed to familiarize secondary school students with the responsibilities involved in pet ownership. Teaching plans are provided for a total of 12 lessons grouped under social studies, language arts, math, and health sciences. Activities focus on pet overpopulation, expressions of social responses in canines, care of pets when owners are gone, and the specific care and handling needs of guinea pigs, rabbits, and rats. Resource lists contain films and filmstrips on domestic pets, endangered wildlife, whales, environmental issues, and animal rights. Additional resources include a supplemental film list and organizations to contact for additional resources. (LH)

**ED 239 943** SO 015 215  
Pet Care Teaching Unit: 1st-3rd Grades.  
Peninsula Humane Society, San Mateo, CA.

Pub Date—[83]  
Note—34p.  
Available from—Peninsula Humane Society, Humane Education Department, 12 Airport Blvd., San Mateo, CA 94401 (free to San Mateo County teachers, \$5.00 to those outside SMCOC).

Pub Type—Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)  
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Animal Behavior, Animals, Child Responsibility, Instructional Materials, Interdisciplinary Approach, Learning Activities, Overpopulation, Primary Education, Units of Study, Wildlife

Identifiers—Animal Welfare, Humane Education, Ownership, Pets, PF Project

Activities in this unit are designed to familiarize primary grade students with the responsibilities involved in pet ownership. Teaching plans are provided for a total of 12 lessons involving social studies, language arts, math, and health sciences. Activities adaptable for readers and non-readers focus on pet overpopulation, care of pets when owners are gone, and the specific care and handling needs of dogs, cats, guinea pigs, rabbits, and rats. Lists of supplemental story books, films, and organizations to contact are also provided. (LP)

**ED 239 944** SO 015 216  
Sammut-Tovar, Dorothy  
Humane Education Teachers' Packet (Preschool & Kindergarten).

Peninsula Humane Society, San Mateo, CA.  
Pub Date—[83]  
Note—41p.

Available from—Peninsula Humane Society, Humane Education Department, 12 Airport Blvd., San Mateo, CA 94401 (free to San Mateo County teachers, \$5.00 to those outside SMCOC).

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Animal Behavior, Animals, Child Responsibility, Early Childhood Education, Instructional Materials, Learning Activities, Lesson Plans, Student Attitudes, Units of Study

Identifiers—Animal Welfare, Humane Education, Pets, PF Project

Designed to sensitize preschoolers and kindergartners to the responsibilities involved in caring for living things, this teacher's packet provides a variety of student worksheets and activity suggestions. Teaching plans are provided for a total of nine lessons, which can be easily integrated into other learning areas such as numbers, colors, shapes, and problem solving. Activities focus on naming animal

offspring; distinguishing between plants and animals; and determining animal needs and physical characteristics. In addition, the packet provides finger puppet patterns, a barnyard song, a pet census sheet, guidelines for the care and handling of classroom pets, tips for meeting strange dogs, and a poem. Resource lists contain story books, films and filmstrips, freebies, and organizations to contact for additional materials. (LH)

**ED 239 945** **SO 015 217**

**Family Life Education - A Shared Learning Experience.**

Campbell Union School District, CA.

Pub Date—82

Note—15p.; Program funded by the California Office of Family Planning.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Family Life Education, Intermediate Grades, Junior High Schools, \*Parent Education, Parent Participation, \*Parent Workshops, Program Descriptions, Program Effectiveness, Program Evaluation, \*Sex Education

Identifiers—PF Project

Information on the development and implementation of a parent education project in the Campbell Union School District (California) is presented. The project, consisting of a series of parent workshops at school sites, is described as an opportunity for parents to share their 6th, 7th, or 8th grade child's learning experience in a family life education course through discussion of such topics as the material presented in the child's class, student interest and response to the materials, and parent follow-through at home, particularly in relation to psycho-sexual development concerns. Information included in this publication covers: (1) highlights of the first planning session of the nine participating teachers; (2) techniques used by the teachers in getting the first parent meeting off to a good start; (3) a list of the films used in the class; (4) some effective group dynamics techniques used with the parents; (5) a list of the topics discussed in the course; and (6) a list of the topics discussed with the parents. An excerpt from a letter sent to parents regarding the project, evaluative comments by parents and teachers, and a list of participating teachers are also included. (JW)

**ED 239 946** **SO 015 218**

**[District "Information Centers" Display Brochures About District Services.]**

Sacramento City Unified School District, Calif.

Pub Date—83

Note—19p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Boards of Education, Counseling Services, Demonstration Programs, \*Display Aids, Elementary Secondary Education, Federal Programs, Graduation Requirements, \*Information Dissemination, Pamphlets, Parent Participation, Preschool Education, Program Descriptions, \*Publicity, \*School Districts, School Nurses, School Registration, \*Services, State Programs, Testing

Identifiers—PF Project

A brief description of the information dissemination program of the Sacramento City Unified School District (California) and eight informational brochures are presented. The program involves setting up "information centers" (display boards with pockets for eight brochures) in schools, school administrative offices, and public libraries in order to publicize district services to parents and the community. The topics of the brochures, which comprise most of this document, are: (1) the board of education; (2) state and federal programs; (3) parent participation preschools; (4) counseling; (5) registering for kindergarten and first grade; (6) testing; (7) school nurses; and (8) graduation requirements. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (DC)

**ED 239 947** **SO 015 219**

**Sammut-Tovar, Dorothy Sturla, Kim**

**Do Animals Have Rights? Teacher's Packet (for 4th, 5th, & 6th Grades).**

Peninsula Humane Society, San Mateo, CA.

Pub Date—[83]

Note—56p.

Available from—Peninsula Humane Society, Humane Education Department, 12 Airport Blvd., San Mateo, CA 94401 (free to San Mateo County teachers, \$5.00 to those outside SMCO).

Pub Type—Guides - Classroom - Teacher (052) —

Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Animal Behavior, \*Animals, \*Child Responsibility, \*Conservation (Environment), Instructional Materials, Intermediate Grades, Learning Activities, Units of Study, Wildlife

Identifiers—\*Animal Welfare, Endangered Species, Environmental Protection, \*Humane Education, Pets, PF Project, Trapping

Activities in this unit are designed to sensitize students in grades 4-6 to the needs of animals and to the injustices many species suffer. The lessons focus on inhumane acts such as the use of steel-jaw traps, dogfighting, hunting, keeping exotic pets in captivity, using animals in entertainment, habitat destruction, factory farming, and animal experimentation. Materials include a class rating scale, student questionnaire, vocabulary worksheet, crossword puzzle, word jumble, secret code, student research report, letter-writing exercise, and sample petitions. Teaching plans are provided for a total of 12 lessons involving health sciences, social studies, math, and language arts. A teacher's answer key and suggested resources are also provided. (LH)

**ED 239 948** **SO 015 220**

**Sammut-Tovar, Dorothy**

**Car Wild Neighbors: Teaching Unit (Grades 1-3).**

Peninsula Humane Society, San Mateo, CA.

Pub Date—[83]

Note—43p.

Available from—Peninsula Humane Society, Humane Education Department, 12 Airport Blvd., San Mateo, CA 94401 (free to San Mateo County teachers, \$5.00 to those outside SMCO).

Pub Type—Guides - Classroom - Teacher (052) —

Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Animals, \*Child Responsibility, Health Education, Instructional Materials, Interdisciplinary Approach, Language Arts, Learning Activities, Mathematics Instruction, Primary Education, Science Education, Social Studies, \*Wildlife

Identifiers—California (San Mateo), \*Humane Education, PF Project

Designed to sensitize primary grade students to the responsibilities of protecting wild animals, this teaching unit contains a variety of interdisciplinary worksheets and activities. Although focusing on wild animals indigenous to San Mateo County (California), materials are easily adaptable for use in other areas. Examples of activities are building a bird feeder, photographing wild animals, solving puzzles, enacting role plays, and simulating the food chain. Lesson plans outline the various applications of activities in each of the following disciplines: language arts, social studies, health, science, and math. Also provided are a glossary for students, teacher answer key, and a list of media, print, and organizational resources. (LP)

**ED 239 949** **SO 015 221**

**Whale Teaching Unit.**

Peninsula Humane Society, San Mateo, CA.

Pub Date—[83]

Note—36p.; Contains some faint, broken type.

Available from—Peninsula Humane Society, Humane Education Department, 12 Airport Blvd., San Mateo, CA 94401 (free to San Mateo County teachers, \$5.00 to those outside SMCO).

Pub Type—Guides - Classroom - Teacher (052) —

Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Art Education, Instructional Materials, Interdisciplinary Approach, Intermediate Grades, Junior High Schools, Language Arts, Learning Activities, \*Marine Biology, \*Marine Education, Mathematics Instruction, Music Activities, Preservation, Science Education, Social Studies, Units of Study

Identifiers—Mammals, PF Project, \*Whales

Materials in this teaching unit are designed to foster an interest in whale preservation among intermediate grade and junior high school students. Several readings provide background information on various types of whales and the economic value of whales. Student activities include a true and false game, a crossword, and a mobile. A resource list cites organizations, and resource and general interest books on the subject. An outline of additional

activities for use in language arts, science, math, social studies, art, and music classes completes the packet. (LP)

**ED 239 950** **SO 015 224**

**Standard and Poor's How to Invest. A Handbook**

**for Buying and Selling Stocks and Bonds.**

Standard & Poor's Corp., New York, NY.

Pub Date—80

Note—24p.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Consumer Education, Credit (Finance), Economics Education, Higher Education, \*Investment, \*Money Management, Secondary Education

Identifiers—\*Bond Sales, Financial Benefits, Personal and Family Financial Planning, PF Project, Stockbrokers, \*Stock Market

Designed for the general public and possibly suitable also for high school and college economic students, the handbook gives general information about investing in the stock market. Arranged into seven sections, the handbook discusses the typical shareholder, common and preferred stocks, buying and selling bonds, how to develop a personal investment plan, fundamental rules for successful investing, the broker and the securities market, and the language of the financial community. Specific topics include: the benefits of investing, where to start, the risk element, strong points and shortcomings, types of bond obligations, the conservative investor, building an estate, approaching retirement, functions of exchanges, control of credit, and the role of the broker. Over 100 financial terms and definitions are provided throughout the document. Charts illustrating United States shareowners of public corporations, a record of common stocks, Standard and Poor's stock price index, long term bond yields, and tax-exempt vs. taxable yields are also provided. (LH)

**ED 239 951** **SO 015 226**

**Hendrikson, Leslie**

**Traditional Peoples of Southern Africa. A Student**

**Activity Unit for Upper Elementary & Middle**

**School Students.**

Pub Date—Dec 83

Note—48p.; Illustrations may not reproduce well.

Pub Type—Guides - Classroom - Teacher (052) —

Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*African Culture, Class Activities, \*Cultural Awareness, \*Family Life, \*Housing, Illustrations, Intermediate Grades, Learning Activities, Middle Schools, Puzzles, \*Schools, Sisiwati, Tribes, Units of Study

Identifiers—\*Africa (South), Apartheid, PF Project, \*South Africa

This unit is designed to introduce upper elementary and middle school students to the traditional cultures of the people of Southern Africa, particularly the Swazi. Information on housing and family life covers family structure, marriage customs, respect for ancestors, male and female roles, employment, eating customs, and handicrafts. An overview concerning the policy of apartheid in the Republic of South Africa is given. Information on schools and education includes children's noneducational duties in the schools, language used in the classroom, testing policies, teaching materials, transportation to school, and after-school recreation. Statistics are given for blacks, whites, coloreds (mixture of black and another race), and Asians in the areas of population, universities designed for each of these groups, literacy rates, and required school attendance. Twelve illustrations depicting tribal life are provided for class discussion. Subjects include types of housing, tribal activities, a school room, a Swazi kraal, and the clothing worn by the people. The student activity section includes two writing assignments, two map skills worksheets, three word puzzles, and a quiz. An answer key is given. Additional suggested classroom activities and references are included. (EM)

**ED 239 952** **SO 015 227**

**Taylor, Joshua, Jr.**

**What Did It Look Like Then? Eighteenth Century**

**Architectural Elements.**

Arlington County Public Schools, Va.

Spons Agency—National Endowment for the Humanities (NEAH), Washington, D.C.

Pub Date—Sep 83

Grant—ES-1930-81

Note—50p.; For related documents, see SO 015

228-231.

Available from—History by the Block Project, Arlington Public Schools, 1426 N. Quincy Street, Arlington, VA 22207 (\$2.50).

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Architectural Character, Architecture, Building Design, \*Colonial History (United States), Community Characteristics, Community Resources, Intermediate Grades, Learning Activities, \*Local History, Social History, \*Structural Elements (Construction), United States History, Units of Study

Identifiers—PF Project, Virginia (Alexandria), Virginia (Arlington)

Designed primarily for use in the intermediate grades, the teaching unit provides 11 lessons and related activities for teaching students to look at colonial architectural elements as a means of learning about 18th century lifestyles. Although the unit relies upon resources available in Alexandria and Arlington, Virginia, other 18th century cities or towns can be studied in the same manner. Lesson topics include identifying elements of colonial architecture, understanding the history of colonial architecture, reading floor plans for architectural details, identifying exterior and interior architectural elements, taking a walking tour of Alexandria's Carlyle House or a similar 18th century structure, investigating modern adaptations of colonial elements, comparing architecture of the past with present day and anticipated future styles, and designing a colonial dwelling. Goals, objectives, suggested materials, teacher guides, student assignments, and illustrations are included in each lesson. Appendices give details for a walking tour of Alexandria are followed by a short, annotated bibliography. (LH)

ED 239 953

SO 015 228

Shildt, Roberta

Freedman's Village, Arlington, Virginia: 1863-1900.

Arlington County Public Schools, Va.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date—Sep 83

Grant—ES-1930-81

Note—91p.; For related documents, see SO 015 227-231. Some old letters and newspaper articles may not reproduce well.

Available from—History by the Block Project, Arlington Public Schools, 1426 N. Quincy Street, Arlington, VA 22207 (\$2.50).

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Black History, Blacks, Black Studies, Civil War (United States), Grade 7, Grade 8, Junior High Schools, Learning Activities, \*Local History, \*Reconstruction Era, Slavery, Social History, Student Projects, Units of Study

Identifiers—Freedman's Village, PF Project, \*Virginia (Arlington)

Designed for 7th- and 8th-grade students, the teaching unit demonstrates how blacks lived during and after the Civil War in the first government-provided housing in Freedman's Village. While concerned with local Arlington, Virginia sites and history, the unit provides an illustration of the role of architecture and design on American social history as a whole. Five lessons focus on the difficulties and rewards of finding and using maps, sketches, and source materials such as 19th century newspaper articles and letters to learn more about Freedman's Village. The unit includes goals and objectives, lesson descriptions, suggested materials, pretests and posttests, worksheets, a journal packet, student directions for projects, and learning simulations. A list of resources includes a 15-item bibliography, 10 nineteenth century newspaper articles, and 42 documents from the National Archives. (LH)

ED 239 954

SO 015 229

Dilworth, R. Anne

The Capitol Experience in Washington, D.C.

Arlington County Public Schools, Va.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date—Sep 83

Grant—ES-1930-81

Note—68p.; For related documents, see SO 015 227-231. Some pages contain small print, drawings, and old newspaper articles that may not reproduce well.

Available from—History by the Block Project, Arlington Public Schools, 1426 N. Quincy Street,

Arlington, VA 22207 (\$2.50).

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Architectural Character, \*Architecture, Field Trips, Grade 11, High Schools, Learning Activities, \*Local History, Social History, Structural Elements (Construction), \*United States History, Units of Study

Identifiers—\*District of Columbia, PF Project

Designed for 11th grade U.S. history students, the teaching unit combines the history of the U.S. Capitol building and its Greek and Roman revival architecture to tell the story of the nation's government buildings. While the unit uses the U.S. Capitol, any other public building could be used, such as a state capitol, court house, or public library. Six lessons help students: (1) begin intensive study of the U.S. Capitol, (2) learn about the history of the capitol, (3) learn about styles of architecture, particularly Greek and Roman styles, and elements of those styles, (4) get acquainted with the federal part of Washington, D.C. (5) increase awareness through an on-site field trip, and (6) summarize architectural and historical knowledge of the U.S. Capitol. The unit includes lesson descriptions, suggested materials, quizzes, homework assignments, a sample time line, architectural handouts, bulletin board displays, sketches, floor plans, maps, and a field trip schedule. Appendices give suggestions on where to use the unit and a glossary of architectural terms. (LH)

ED 239 955

SO 015 230

Pfutz, Bonnie

If These Walls Could Talk! The Story of Arlington House Before the Civil War.

Arlington County Public Schools, Va.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date—Sep 83

Grant—ES-1930-81

Note—41p.; For related documents, see SO 015 227-231.

Available from—History by the Block Project, Arlington Public Schools, 1426 N. Quincy Street, Arlington, VA 22207 (\$2.50).

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Architectural Character, Civil War (United States), \*Colonial History (United States), Field Trips, Grade 7, Grade 8, Junior High Schools, Learning Activities, \*Local History, Slavery, Social History, Structural Elements (Construction), Units of Study

Identifiers—\*Arlington House VA, Nineteenth Century, PF Project, \*United States (South, Virginia (Arlington))

Designed for 7th- and 8th-grade students, this teaching unit focuses on the role that Arlington House—Custis-Lee Mansion—(owned by the Washington and Lee families) played both in architectural importance and in history. The unit serves as a vehicle for studying the various roles and cultural distinctions present in antebellum southern society and illustrates the lifestyles of southern leaders. While the unit uses Arlington House, a similar study could be made of other historic houses. Four lessons help students: (1) recognize and identify an antebellum southern plantation house, (2) determine the functions performed on a southern plantation through analysis of the form of the buildings and the estate plan, (3) understand what slavery was like and how widespread it was in the south, (4) understand the importance of the plantation houses to the south prior to the Civil War, and (5) identify some of the roles which made up the plantation household. In addition, the unit includes a mystery house description, a 19th century letter, worksheets, floor plans, maps, teacher information, instructions for marbelizing, and a 7-item bibliography. (LH)

ED 239 956

SO 015 231

Eckbreth, Catherine

Block Study: Learning About Your Local Community.

Arlington County Public Schools, Va.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date—Sep 83

Grant—ES-1930-81

Note—55p.; For related documents, see SO 015 227-231. Map and newspaper listings contain small, broken print and may not reproduce well. Available from—History by the Block Project, Arlington Public Schools, 1426 N. Quincy Street, Arlington, VA 22207 (\$2.50).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Architectural Character, \*Community Characteristics, Field Instruction, \*Field Trips, Grade 7, Grade 8, Junior High Schools, Learning Activities, \*Local History, \*Neighborhoods, Place of Residence, Social History, United States History, Units of Study, Urban Areas, Urban Studies

Identifiers—PF Project, Virginia (Arlington)

Designed for 7th- and 8th-grade students, five lessons using a block of houses in an urban neighborhood help students learn about the history of a neighborhood, the owners of the houses, and the style and architectural features of the homes. Although this unit has been developed for a specific neighborhood, a similar block study could be conducted in another area. Lesson topics include the following: (1) preparing for a photo study field trip, (2) participating in a photo study field trip, (3) sharing observations and learning from such a field trip, (4) identifying architectural features from photos, and (5) learning to use city directories to locate home ownership information. Appendices include a short bibliography of books on architectural features and style, a sample real estate assessment card, an activity for tracing deed titles, suggestions for organizing a block study, and additional activity suggestions. (LH)

ED 239 957

SO 015 233

Henes, Jack K.

Porterfield, Kitty  
Changing Neighborhoods. An Introduction to Alexandria Through Its Buildings.

Alexandria City Schools, Va.

Pub Date—Nov 83

Note—131p.; Funded in part by a grant from the Virginia Commission for the Arts. Some illustrations, charts, and maps may not reproduce well. Newspaper articles in the original document are copyrighted and therefore not available.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Architecture, Change Strategies, Citizenship Education, \*Community Development, \*Community Resources, \*Community Study, Futures (of Society), Grade 8, Instructional Materials, Junior High Schools, Learning Activities, \*Local History, Local Issues, Physical Environment, Social Change, Social Studies, United States History, Units of Study, Urban Planning

Identifiers—PF Project, Technological Change, \*Virginia (Alexandria)

Designed for inclusion in an eighth grade course on U.S. history or civics, this unit introduces local students to the history of Alexandria (Virginia) through a study of its buildings and urban growth. By examining factors which have changed the community (technology, transportation, economic influences) as well as the relationship between physical environment and lifestyle, students are encouraged to think about solutions to future problems of community development. Following an overview of evaluation strategies, the unit is divided into three parts. In part 1, students examine local buildings and documents. Part 2 contains 2 lessons in which students examine ways in which buildings convey historical information. Four lessons in part 3 focus on Alexandria as a contemporary city. Students explore ways in which the area is still undergoing change by looking at transportation innovations and planned development. They consider a case study of each of these types of change (the city's waterfront area and metro station), conduct a survey of these two sites, and develop written and visual presentations. A bibliography and list of resources conclude the manual. (LP)

ED 239 958

SO 015 234

Standards for Social Studies Teachers in the State of California.

California Council for the Social Studies, Roseville.

Pub Date—11 Sep 82

Note—11p.; Prepared by the Professional Standards Committee.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Freedom, \*Academic Standards, Check Lists, Classroom Environment, Higher Education, Inservice Teacher Education, Professional Development, \*Social Studies, Standards, \*State Standards, \*Teacher Education Programs, Teacher Effectiveness, Teacher Improvement, Teacher Qualifications, Teaching Conditions, Teaching Models, Undergraduate



Study  
Identifiers—California, PF Project

The purpose of this document is to provide standards for the preservice professional preparation of teachers, to encourage inservice professional development, and to describe the necessary conditions for teaching and learning the social studies. These standards may be used as goals toward which the professional social studies teacher strives, as guidelines for the actions of colleges/universities, and as an aid to appropriate governing commissions, legislative bodies, school boards, and administrators so they may make sound decisions affecting social studies education. Arranged into four parts, the first section emphasizes the importance of a well-planned undergraduate program, careful screening of candidates for social studies teaching, and adequate preparation for professional study. Section 2 focuses on creating optimal conditions for teaching and learning. Topics include employment and assignment, class load and size, academic freedom, and support for professional improvement. Section 3 deals with inservice professional development through academic and professional study and participating in and contributing to the profession. The final section provides a checklist detailing the above standards for social studies teachers in the state of California. (LH)

**ED 239 959** SO 015 235  
Youth With Wheels and Their Responsibilities. A

Combined Teacher Guide and Student Handbook for Pre Driving Age Students.  
Oklahoma Curriculum Improvement Commission,  
Oklahoma City; Oklahoma State Dept. of Education,  
Oklahoma City.

Pub Date—Jul 82  
Note—387p; For related document, see SO 015 236.

Pub Type—Guides - Classroom - Learner (051) —  
Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC16 Plus Postage.**

Descriptors—\*Accident Prevention, Bicycling, Bus Transportation, \*Child Responsibility, Driver Education, Instructional Materials, Interdisciplinary Approach, Laws, Learning Activities, Pedestrian Traffic, \*Safety Education, Secondary Education, Social Problems, Student Responsibility, \*Traffic Safety, \*Transportation, Vehicular Traffic

Identifiers—PF Project

The purpose of this guide is to help pre-driving age students understand the responsibilities inherent in using public streets and highways. Materials, which can be integrated into existing secondary school courses, are divided into nine chapters covering traffic rules and signs; alcohol and drugs; safety on buses, skateboards, multigear bicycles, mopeds, motorcycles and cars; and pedestrian safety. Each chapter contains safety tips, excerpts of Oklahoma state laws, and a wide variety of activities such as games, puzzles, charts, field trips, and discussions. A resource and material list concludes the guide. (LP)

**ED 239 960** SO 015 236  
Hallways to Highways. Driver Education 1982.

Oklahoma State Dept. of Education, Oklahoma City.

Pub Date—82  
Note—224p; For related document, see SO 015 235.

Pub Type—Guides - Classroom - Teacher (052) —  
Guides - Non-Classroom (055)

**EDRS Price - MF01/PC09 Plus Postage.**

Descriptors—\*Accident Prevention, Alcohol Education, \*Driver Education, Drug Education, Energy Conservation, Fuel Consumption, Instructional Materials, Laws, Learning Activities, Motor Vehicles, \*Safety Education, Secondary Education, \*Traffic Safety, Vehicular Traffic

Identifiers—Automobiles, Driver Licensing, \*Driver Performance, Drunk Driving, Motorcycles, PF Project, Sample Forms, Traffic Violations

The purpose of this guide is to provide direction and assistance to driver education instructors and school administrators as they plan and implement quality programs of traffic safety instruction. Materials are divided into seven chapters conveying: (1) the organization and administration of driver and traffic safety education, (2) the driving task, (3) suggested instructional media, (4) energy conservation tips, (5) the automobile driver and the motorcycle, (6) alcohol, drugs, and driving, and (7) the automobile and pollution. Each chapter gives an overview, performance objectives, content outline, learning activities, and suggested resource materials. In addition,

the guide provides sample application forms, sample parent letters, driving range layout plans, and transparency masters. (LH)

**ED 239 961** SO 015 240

Dombrower, Jule And Others

Teaching Both Sides of the Brain. Book I: Manual [and] Brain Hemisphere Activities.

Glendora Unified School District, CA.  
Spons Agency—California State Dept. of Education, Sacramento.

Pub Date—30 Jun 82

Note—420p; For Books II and III of this teaching program, see SO 015 241-242.

Pub Type—Guides - Classroom - Learner (051) —  
Guides - Classroom - Teacher (052) —  
Tests/Questionnaires (160)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Behavioral Science Research, \*Cerebral Dominance, \*Cognitive Development, Critical Thinking, Educational Research, Evaluation Methods, Instructional Materials, Learning Activities, Neurology, Perceptual Development, Preschool Education, Primary Education, Test Interpretation, Tests

Identifiers—PF Project

The first volume of a program to increase the academic growth of preschool and primary grade children through the utilization of brain hemisphere research, this manual outlines brain dominance theory and provides two instruments for assessing students' preferred style of learning. Material is provided in eight sections. Section 1 introduces the teacher to right and left brain research and teaching strategies. Section 2 contains guidelines for administering and evaluating the two tests of brain hemisphere ability. The importance of individualizing learning activities based on test findings is addressed in section 3. An overview of lesson plans and specific teaching strategies are provided in sections 4 and 5. Section 6 outlines the application of this program at one preschool. The bulk of the manual (section 7) contains the materials for the tests of left hemisphere and right hemisphere ability. The test of left hemisphere ability contains 25 items which the student listens to and tries to repeat accurately. Included in the right hemisphere test are 19 items which require the student to identify objects by naming partially completed pictures. A final section consists of a set of activities designed to improve and integrate right and left brain processes. A bibliography is included. (LP)

**ED 239 962** SO 015 241

Dombrower, Jule And Others

Teaching Both Sides of the Brain: Book II: Reading.

Glendora Unified School District, CA.  
Spons Agency—California State Dept. of Education, Sacramento.

Pub Date—82

Note—469p; For Books I and III of this teaching program, see SO 015 240-242.

Pub Type—Guides - Classroom - Learner (051) —  
Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Cerebral Dominance, \*Cognitive Development, Concept Teaching, Instructional Materials, \*Language Arts, Learning Activities, Perceptual Development, Preschool Education, Primary Education, \*Reading Comprehension, Reading Instruction, \*Reading Skills, Skill Development

Identifiers—PF Project

Part of a program to increase the academic growth of preschool and primary grade students through the utilization of brain hemisphere research, this volume contains lessons designed to improve basic reading skills. Material is divided into two sections. Section 1 contains 17 activities to develop letter and word recognition. In activities 1-12, students associate the general size and position of letters with the letters themselves. The remaining activities treat rebus posters, complex words, word discovery, and finger reading. Section 2 contains 32 lessons which incorporate music and art into activities for developing vocabulary and comprehension. Activities include songs, jingles, coloring, poetry, fables, proverbs, shaping, sequencing, and acting. All activities are designed to develop both right and left brain processes as well as hemisphere integration. (LP)

**ED 239 963** SO 015 242

Dombrower, Jule And Others

Teaching Both Sides of the Brain: Book III: Math/Social Studies/Science.

Glendora Unified School District, CA.  
Spons Agency—California State Dept. of Education, Sacramento.

Pub Date—82

Note—461p; For Books I and II of this teaching program, see SO 015 240-241.

Pub Type—Guides - Classroom - Learner (051) —  
Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Arithmetic, \*Cerebral Dominance, \*Cognitive Development, Concept Teaching, Geometry, Instructional Materials, Learning Activities, Mathematical Concepts, \*Mathematics Instruction, Mathematics Skills, Preschool Education, Primary Education, Problem Solving, \*Science Education, Self Concept, Skill Development, \*Social Studies, Time Perspective

Identifiers—PF Project

Part of a program to increase the academic growth of preschool and primary grade children through the utilization of brain hemisphere research, this volume contains lessons for improving math, social studies, and science learning. Material is divided into two major sections. Section 1 contains 11 chapters covering the following math skills: counting, arithmetic, money, place value, fractions, geometry, clock time, calendar time, problem solving, graphing, and math aids. Activities, which are many and varied, include division with egg cartons, designing with coins, identifying shapes, creating flip books, and mastering snack time, lunch time, and school bus math. Social studies and math activities are presented in section 2. Five social studies chapters cover self-concept, the body, the calendar, and holidays and seasons. A final chapter deals with selected science topics, such as planets, animals, and sounds. (LP)

**ED 239 964** SO 015 243

Kavich, Lawrence L.

Education and Economics, People's Republic of

China, 1983: Document of a Lecturer.

Pub Date—2 Nov 82

Note—5p.

Pub Type—Opinion Papers (120) — Reports - General (140)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Economic Change, \*Economic Progress, \*Educational Practices, Educational Principles, \*Foreign Countries, Government School Relationship, Opinion Papers

Identifiers—\*China, PF Project

Educational and economic factors in evidence in the People's Republic of China (PRC) that indicate it will become a major power by the year 2000 are described. The factors were observed during a lecture tour from December 1982 to January 1983. Following a description of the lecture tour, four characteristics of the PRC's educational system are presented: (1) the amount of time students devote to school work is approximately double that of public schools in most countries; (2) key schools are used to furnish the best students with the best facilities and the most qualified teachers; (3) an examination process beginning in the fifth grade is used to filter students and track abilities into areas of need and quality; and (4) there is a heavy and increasing concentration on science, mathematics, and foreign languages. Eight facts related to economic growth focus on increasing industrial and agricultural production and on the sixth Five Year Plan (1981-1986). The article concludes by listing five basic trends evident in the PRC in January 1983: a progressive moderate government, increased freedom of movement for foreigners, higher standards of living, improved health and housing conditions, and a desire to improve international relations. (DC)

**ED 239 965** SO 015 244

Hendrikson, Edward C.

Checkbook Education: A Motivating Classroom

Idea!

Pub Date—Sep 80

Note—8p; Illustrations may not reproduce well.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Academic Achievement, \*Banking,

Elementary Secondary Education, \*Grading,

Learning Activities, Mathematical Applications,

\*Money Management, \*Motivation Techniques,

\*Student Motivation, Student Records, Teacher

Developed Materials

**Identifiers—\*Checking Accounts, PF Project**

A checkbook learning activity which is adaptable to all grades, ages, and subject areas is described. The four reasons given for using checks in the classroom are to provide practice for students in computational skills, to increase student motivation, to provide real-world experience, and to replace the teacher's grading system. The following directions are given to the teacher for this activity: (1) make deposits into the students' accounts to compensate for "fines," "rent," and other regularly deducted items so that grades (subsequent "deposits") are based on students' academic performances; (2) give each student a checkbook containing 75 checks for a nine-week period at the first of the year; (3) make extra checks available for "fines" and "taxes"; (4) offer to make deposits into students' accounts for doing extra credit work and special projects; (5) enable students to make deposits for doing homework and taking tests; (6) have students make deposits at the end of each week; and (7) have students make their own deposits at the end of the nine-week period to determine a grade. Included are samples of deposits and withdrawals, and an example of a teacher's balance sheet to be used as a grade record. (EM)

ED 239 966 SO 015 245

**"Good Citizen" Program.**

Placer Hills Union Elementary School District, Meadow Vista, CA.

Pub Date—84

Note—4p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Citizenship, Demonstration Programs, Discipline, Educational Environment, Elementary Education, \*Morale, Positive Reinforcement, Program Descriptions, \*Recognition (Achievement), \*Rewards, Staff Role, \*Student Motivation

**Identifiers—PF Project**

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: The "Good Citizen" Program was developed for many reasons: to keep the campus clean, to reward students for improvement, to reward students for good deeds, to improve the total school climate, to reward students for excellence, and to offer staff members a method of reward for positive reinforcement. The grade levels for this program can be anywhere from K-8. All staff members can be included in this program including teachers, aides, custodians, administration, secretaries, and other personnel. Items needed are tickets to be given to students. We give 25 tickets to each staff member every two weeks. The tickets should have a place for the students to put their name on the front and the staff member's name on the back. Some rewards: food coupons, posters, records, pencils, binders, skating tickets, bowling tickets. It is necessary to get the cooperation of local businesses for free rewards or use student body and school funds for purchases. The following outline describes how the "Good Citizen" Program is implemented: (1) Raffle or reward tickets are distributed to staff members every two weeks (about 25-30 for each person). (2) Staff members will sign the back of each ticket and give tickets to students as deserved. (3) When students receive a ticket, they will sign it and place it in the raffle container in the office (or a centrally located area). (4) Drawings will be held every two weeks (or as planned). Winners will be listed and/or announced. (5) All tickets will be replaced in the raffle container. Students who receive a ticket will continue to have a chance at every drawing, the theory being the more tickets earned the better the chance of being rewarded. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (Author)

ED 239 967 SO 015 246

**[Student Recognition Program.]**

Sacramento City Unified School District, Calif.

Pub Date—84

Note—2p; Prepared at James W. Marshall Elementary School.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, \*Assembly Programs, \*Citizenship, Demonstration Programs, Elementary Education, \*Extracurricular Activities, Program Descriptions, \*Recognition (Achievement), \*Rewards, Student Motivation

**Identifiers—PF Project**

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: Each day, the students of James W. Marshall Elementary School, Sacramento City Unified School District, assemble for a flag-salute ceremony in the courtyard in front of the school. Actually, the recitation of the Pledge of Allegiance is the closing part of this daily activity, for it is at this assembly that students are recognized for good citizenship at school and in the community. Such activities as picking up trash on the school grounds, acting as school monitors, and specific improvements in scholarship and behavior are recognized and rewarded. Students receive a pencil with the school name on it. Frequently, students are recognized at this assembly for participation in, or winning places in, worthwhile activities in the community, too. This short, but very important, ceremony helps develop in the student body of almost 700 students a sense of unity in purpose and of pride in doing well by helping others. At the close of the assembly, one student who has been assisting the principal leads the assembled group in the Pledge of Allegiance, and then students and teachers go to their classes. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (Author)

ED 239 968 SO 015 247

**Sauer, Susan**

A Study of Japan for the Intermediate Grades.

Area Education Agency 7, Cedar Falls, IA.

Pub Date—[80]

Note—19p.

Pub Type—Guides - Classroom - Learner (051) —

Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Art, \*Asian Studies, Foreign Countries, Foreign Culture, Government (Administrative Body), Instructional Materials, Intermediate Grades, International Relations, Learning Activities, Social History, Social Studies, Teacher Developed Materials, Units of Study

**Identifiers—\*Japan, PF Project**

Arranged in outline form, this unit on Japan contains over 40 activities for intermediate grade students. Subjects covered are human and physical geography, social history, life style, communication and travel, occupations, recreation, art, education, government, and relations with the United States. Four to 10 activities are described under each subject heading. These activities range from making graphs and drawing timelines to making model volcanoes and writing haiku poetry. Also included are the following: discussion of silkmaking, a map of Japan, a sample of Japanese calligraphy, origami, and Japanese recipes. The document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center Project. (LP)

ED 239 969 SO 015 249

**Lilja, Marilyn**

The Amish. [An Elementary School Teaching Unit].

Area Education Agency 7, Cedar Falls, IA.

Pub Date—[80]

Note—18p; Six copyrighted articles have been removed. For related document, see SO 015 250.

Pub Type—Guides - Classroom - Learner (051) —

Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Amish, Community Characteristics, Community Cooperation, Cross Cultural Studies, Elementary Education, Family Life, Instructional Materials, Learning Activities, \*Religious Cultural Groups, Religious Factors, Social Studies, State History, \*Subcultures, Teacher Developed Materials, United States History, Units of Study

**Identifiers—\*Iowa, PF Project**

Readings and activities in this elementary school unit are designed to introduce students to Amish culture. Specific reference is made to the Amish communities in Iowa. Four lessons focus on the history of the Amish in the United States, Amish family life, community life, and customs (such as clothing and occupations) in modern Amish communities. Each lesson contains a brief reading passage accompanied by activities or worksheets. Following the lesson plans is a section of handout materials, including recipes, evaluation questions, a crossword puzzle, and role playing cards. A bibliography is appended. The document is one of a collection of materials from the Iowa Area Education

**Agency 7 Teacher Center Project. (LP)**

ED 239 970 SO 015 250

**Weiss, Helen**

The Amish.

Area Education Agency 7, Cedar Falls, IA.

Pub Date—[80]

Note—9p; For related document, see SO 015 249.

Pub Type—Guides - Classroom - Learner (051) —

Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Amish, Community Characteristics, Community Cooperation, Cross Cultural Studies, Family Life, Grade 4, Grade 5, Instructional Materials, Intermediate Grades, Learning Activities, \*Religious Cultural Groups, Religious Factors, Social Studies, State History, \*Subcultures, Teacher Developed Materials, United States History, Units of Study

**Identifiers—\*Iowa, PF Project**

The readings and activities in this 5-day unit for 4th and 5th grade classes are designed to introduce students to Amish culture in America. A total of five lessons are outlined in which students discuss Amish family life, role play Amish celebrations, make basic products such as bread and soap, and examine Amish customs and occupations. A true/false and multiple choice exercise evaluates student comprehension. Recipes for making soap and bread, and a bibliography are included. The document is one of a series of materials from the Iowa Area Education Agency 7 Teacher Center Project. (LP)

ED 239 971 SO 015 251

**Ratcliff, Dolores**

Reality Puppetry. "What Do You Want to Know About Me."

Area Education Agency 7, Cedar Falls, IA.

Pub Date—[80]

Note—12p; For information about supporting kit, including puppets and song tape, contact author, c/o Reinbeck Community Schools, Reinbeck, IA.

Pub Type—Guides - Classroom - Learner (051) —

Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adoption, Childhood Attitudes, \*Dramatics, Elementary Education, Individual Differences, Learning Activities, \*Learning Disabilities, \*Puppetry, Teacher Developed Materials

**Identifiers—PF Project**

Designed for elementary school teachers, the document presents two short puppet plays about children who are different. The first story focuses on a young boy's concerns about being adopted. The second play is about a boy who is learning disabled. The plays, which require only two acting characters, are accompanied by two song lyrics and a list of related classroom discussion topics. This document is part of a collection of materials from the Iowa Education Agency 7 Teacher Center Project. (LH)

ED 239 972 SO 015 252

**Weiss, Helen Weigel, Margaret**

Women's Rights Unit.

Area Education Agency 7, Cedar Falls, IA.

Pub Date—[80]

Note—17p.

Pub Type—Guides - Classroom - Learner (051) —

Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Colonial History (United States), \*Feminism, Instructional Materials, Interdisciplinary Approach, Intermediate Grades, Learning Activities, Political Influences, \*Sex Fairness, \*Sex Role, Sex Stereotypes, Social Action, Social History, Social Influences, Social Studies, Teacher Developed Materials, United States History, Units of Study, Voting Rights, \*Womens Studies

**Identifiers—PF Project**

Designed for use in the intermediate grades, this interdisciplinary unit helps students examine traditional and modern roles of women. Fourteen lessons focus on women's activities in colonial America, reasons for women's discontent, the women's rights movement of the 1800's, changes in the roles of women, enfranchisement of women, women's role since 1920, and the goals of women's liberation. Each lesson contains a reading followed by discussion questions and suggested activities. Examples of activities are discussing stereotyping, viewing films, reproducing colonial crafts, creating collages, conducting debates, taking field trips, interviewing women, and creating an 1800's newspaper. A self-evaluation questionnaire is provided for teach-

ers as a means of checking their own awareness of sex stereotyping in the classroom. The document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center Project. (LP)

**ED 239 973** SO 015 254

*Dawson, Tom*

**Inventors and Inventions.**

Area Education Agency 7, Cedar Falls, IA.

Pub Date—[80]

Note—60p.; Copyrighted materials have been removed from text.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC03 Plus Postage.**

**Descriptors**—Discovery Processes, Experiments, Instructional Materials, Intermediate Grades, \*Inventions, Learning Activities, Middle Schools, Patents, Teacher Developed Materials, Technological Advancement, United States History, Units of Study

**Identifiers**—Edison (Thomas), \*Inventors, PF Project

An 8-day unit introduces middle school students to American inventors and inventions. In separate lessons, students examine the patenting process, women inventors, minority inventors, Native American inventors, the airplane, Thomas Edison, and the impact of inventions on America's growth. A brief outline of daily lesson plans precedes a section of class readings and student activity sheets. Worksheets consist primarily of matching, true and false, and question and answer exercises to measure students' understanding of materials covered. A section of supplementary materials includes a Morse code activity and tips on setting up a learning center. The document is one of a collection of materials from the Iowa Area Education Agency 7 Teacher Center Project. (LP)

**ED 239 974** SO 015 255

*Fleming, David*

**All American Calendar.**

Area Education Agency 7, Cedar Falls, IA.

Pub Date—[80]

Note—53p.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC03 Plus Postage.**

**Descriptors**—Discussion (Teaching Technique), \*History Instruction, Instructional Materials, Intermediate Grades, Learning Activities, Teacher Developed Materials, \*United States History, Units of Study

**Identifiers**—\*Calendars, PF Project

Suitable for students in the intermediate grades, the calendar provides teachers and students with a source of topics dealing with U.S. history and its cultural heritage. Following each calendar page is a day-by-day list of related questions to be used with students working independently, in groups, or in whole class discussions. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center Project. (LH)

**ED 239 975** SO 015 256

*Osterhaus, Kenneth*

**Illusions.**

Area Education Agency 7, Cedar Falls, IA.

Pub Date—[80]

Note—12p.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—Art Education, \*Art Expression, \*Geometric Constructions, \*Imagery, \*Imagination, Intermediate Grades, Learning Activities, Middle Schools, Skill Development, Teacher Developed Materials

**Identifiers**—Illusions, PF Project

An art activity introduces intermediate grade and middle school students to optical illusions. Students practice drawing geometric shapes such as cubes, cylinders, cones, and pyramids, then combine these shapes to create the illusion of their choice. Graphic outlines for each shape are provided. This document is one of a collection of materials from the Iowa Area Education Agency 7 Teacher Center Project. (LP)

**ED 239 976** SO 015 257

*Borglum, Karen*

**Basic Iowa Driver's Manual - Teacher's Guide.**

[And] Basic Iowa Driver's Training Manual - Student Handbook.

Area Education Agency 7, Cedar Falls, IA.

Pub Date—80

Note—47p.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors**—\*Driver Education, \*Learning Disabilities, Learning Problems, Secondary Education, \*Slow Learners, Teacher Developed Materials, Teaching Guides

**Identifiers**—\*Iowa, PF Project

Designed for use with secondary level learning disabled students and slow learners, this guide contains materials for familiarizing students with the Iowa Basic Driver's Manual. The following materials are included: pre- and posttests, chapter tests, vocabulary drills, worksheets to accompany each chapter of the Iowa driver's manual, and answer keys for all items. The unit is easily adaptable to driver education in other states. This document is one of a collection of materials from the Iowa Area Education Agency 7 Teacher Center Project. (LP)

**ED 239 977** SO 015 258

*Lilja, Marilyn*

**The Amann Colonies.**

Area Education Agency 7, Cedar Falls, IA.

Pub Date—[80]

Note—19p.; One copyrighted newspaper article removed.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—Community Characteristics, Community Cooperation, Elementary Education, Family Life, Instructional Materials, Learning Activities, Local History, \*Religious Cultural Groups, Religious Factors, State History, \*Subcultures, Teacher Developed Materials, United States History, Units of Study

**Identifiers**—\*Amann Colonies, Iowa, PF Project

Designed for use in Iowa elementary schools, this unit introduces students to Iowa's Amann Colonies. Four lessons cover the history and cultural heritage of the colonies, daily life in historical times, daily life in modern times, and the colonies as a corporate museum. Throughout the lessons, emphasis is placed on the values and organization of cooperative communities. Student activities include film viewing, comparison of the Amann colonies with other communal settlements, role playing, the baking of traditional foods, and the study of the colonies as a production unit. The document is one of a collection of materials from the Iowa Area Education Agency 7 Teacher Center Project. (LP)

**ED 239 978** SO 015 259

*Happel, Sue*

**Aloha, Welcome to the Hawaiian Islands.**

Area Education Agency 7, Cedar Falls, IA.

Pub Date—[80]

Note—87p.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC04 Plus Postage.**

**Descriptors**—\*Cultural Context, Economics, \*Ethnic Groups, Geography, Instructional Materials, Intermediate Grades, Language, Learning Activities, \*Life Style, Resources, \*Social History, Social Studies, Sociocultural Patterns, \*State History, Teacher Developed Materials, Units of Study

**Identifiers**—\*Hawaii, PF Project

A 4-week unit introduces intermediate grade students to Hawaii. Nine lessons of varying lengths cover the map of Hawaii and its climate, history, islands, economy and resources, sugar cane, pineapple, life and customs, and language. Each lesson contains 1 or more question-and-answer worksheets and, in many cases, a reading and a list of enrichment activities. Examples of these activities are research reports, model constructions, and craft constructions. Answer keys and a bibliography are provided for the teacher, and there is also a student bibliography. The document is one of a collection of materials from the Iowa Area Education Agency 7 Teacher Center Project. (LP)

**ED 239 979** SO 015 260

*Slack, Glenda*

**Traveling the Continents and Cruising the Oceans.**

Area Education Agency 7, Cedar Falls, IA.

Pub Date—[80]

Note—37p.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors**—Educational Games, Elementary Education, \*Geography Instruction, Instructional Materials, Learning Activities, \*Locational Skills (Social Studies), \*Map Skills, Physical Geography, Puzzles, Teacher Developed Materials

Elementary school students learn about the continents and the oceans by completing a variety of activities, games, and puzzles. Students learn to spell the names of the oceans and continents; recognize the locations, sizes, and shapes of the continents; and use directions on maps by completing a pretest, word searches, mazes, crossword puzzles, coloring puzzles, cut-and-paste activities, a secret code, and a dot game. The unit includes a pretest, posttest and teacher answer keys. This document is one of a collection of materials from the Iowa Area Education Agency 7 Teacher Center Project. (LH)

**ED 239 980** SO 015 261

*Happel, Sue*

**Australia.**

Area Education Agency 7, Cedar Falls, IA.

Pub Date—[80]

Note—98p.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC04 Plus Postage.**

**Descriptors**—Botany, \*Cultural Background, Economics, Education, \*Foreign Countries, \*Geography, Government (Administrative Body), History, Instructional Materials, Intermediate Grades, Religion, Social Studies, Teacher Developed Materials, Transportation, Units of Study, Wildlife

**Identifiers**—\*Australia, PF Project

Designed for intermediate grade students, this 4-week unit contains 11 lessons on Australian culture and geography. Topics covered are: the map, history, geography, climate, economy, people, education, religion, recreation, government, cities, transportation, communication, wildlife, and plant-life. Each lesson includes text and questions on the material. A unit review and test measure students' understanding of the materials. A bibliography and answer key are included. The document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center Project. (LP)

**ED 239 981** SO 015 262

*Lewis, Teresa Marie*

**Reinforcing Basic Skills Through Social Studies.**

Grades 4-7.

Area Education Agency 7, Cedar Falls, IA.

Pub Date—[80]

Note—96p.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC04 Plus Postage.**

**Descriptors**—\*Basic Skills, Educational Games, Global Approach, Instructional Materials, \*Interdisciplinary Approach, Intermediate Grades, Learning Activities, Political Attitudes, \*Social Studies, Teacher Developed Materials

**Identifiers**—PF Project, State Capitals, Timelines

Arranged into seven parts, this document provides a variety of games and activities, bulletin board ideas, overhead transparencies, student handouts, and learning station ideas to help reinforce basic social studies skills in the intermediate grades. In part 1, students learn about timelines, first constructing their own life timeline, then a timeline showing the history of their school, and lastly, a timeline of their future. In part 2, students use different graph types (picto graphs, pie graphs, bar graphs, and line graphs) to learn about different aspects of our global village. Part 3 focuses on interpretation of political cartoons. Part 4 presents instructions for a game based on U.S. presidents. A social studies supplement in part 5 gives factual information on immigration, women in United States history, Martin Luther King and the 1955 bus boycott, and America's reconstruction era. The final activities in parts 5 and 6 teach state abbreviations and capitals through a "know your state" bingo game. Directions and bingo card patterns are included. This document is part of a collection of materials from the Iowa Education Agency 7 Teacher Center Project. (LH)

**ED 239 982** SO 015 263

*Acton, Karen Griffith, Judy*

**Critical Judgment. Activity Guide.**

Area Education Agency 7, Cedar Falls, IA.

Pub Date—[80]

Note—34p.; Four copyrighted newspaper articles on pp. 23 and 24 removed.



Pub Type—Guides - Classroom - Learner (051) —  
Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Advertising, \*Controversial Issues (Course Content), \*Critical Thinking, Decision Making, \*Evaluative Thinking, Instructional Materials, Learning Activities, Persuasive Discourse, Problem Solving, Propaganda, Secondary Education, Units of Study

Identifiers—Critical Analysis, PF Project

Designed for a minimum amount of teacher supervision, this guide consists of introductory practice and evaluative activities for teaching secondary school students about critical judgment. A sample grade ladder and calendar help students self-schedule and keep track of their grade and points. The activity unit is preceded by a teacher rationale, unit objectives, and related vocabulary terms. The activity guide provides 15 student worksheets on topics such as misinterpreting observations, understanding the language of advertising, making generalizations, understanding prejudice, making choices, considering authority and context, and making inferences. The theme throughout the unit is that students must become aware of the difference between statements of fact and statements of opinion so that they may recognize the basis upon which judgements are made. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (LH)

ED 239 983

SO 015 264

Lee, Marilyn And Others

Human Relations. Discussion Topics and Activities.

Area Education Agency 7, Cedar Falls, IA.

Pub Date—80

Note—88p. Copyrighted evaluation instrument on pages 34-39 removed.

Pub Type—Guides - Classroom - Learner (051) —  
Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Cultural Differences, \*Discussion (Teaching Technique), Family Relationship, \*Humanistic Education, \*Human Relations, \*Individual Differences, Instructional Materials, Intermediate Grades, Interpersonal Relationship, Learning Activities, Peer Relationship, Problem Solving, \*Self Concept, Self Esteem, \*Self Evaluation (Individuals), Social Differences, Teacher Developed Materials, Units of Study

Identifiers—PF Project

Designed primarily for students in the intermediate grades, this document provides discussion topics, poetry, and activities to help students: (1) recognize the uniqueness of themselves and others; (2) become aware of their uniqueness as members of the human family; (3) become aware of individual differences, emotions, and feelings; (4) recognize the rights, responsibilities, capabilities, and limitations of themselves and others in society; (5) understand and respect individual differences through awareness of prejudice, dislike, and stereotyping; and (6) become aware of and respect various cultures within the community. In each lesson, students first define the unit topic, then personalize it, and then consider thought-provoking challenges. In addition, the document includes student worksheets, bulletin board ideas, and student inventories. This document is a part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (LH)

ED 239 984

SO 015 265

Happel, Sue Loeb, Joyce

Africa.

Area Education Agency 7, Cedar Falls, IA.

Pub Date—[82]

Note—84p.

Pub Type—Guides - Classroom - Learner (051) —  
Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*African Culture, \*African History, Cultural Background, Cultural Education, Elementary Secondary Education, Foreign Countries, Geographic Regions, Geography, Learning Activities, Life Style, Map Skills, Nomads, \*Regional Characteristics, Social Studies, Tribes, Units of Study

Identifiers—\*Africa, Africa (Tropical), Bedouins, Egypt, PF Project

Although the activities in this unit are designed primarily for students in the intermediate grades, the document's text, illustrations, and bibliographic references are suitable for anyone interested in learning about Africa. Following a brief introduc-

tion and map work, the document is arranged into six sections. Section 1 traces Africa's history from as early as 3000 B.C. to the present. Section 2 focuses on the Sahara desert and describes the nomadic life styles of the Bedouin and Tuareg peoples. Section 3 deals with the Nile River Valley and includes information about ancient and modern Egypt, including Cairo and the Suez Canal. Section 4 describes the land, climate, and wildlife of Africa's grasslands and the lives of the Masai and the Kikuyu who live in the region. Section 5 focuses on the life styles of the Bantu, the Watutsi, and the Pygmies living in Africa's rain forest. A story about David Livingstone in section 6 is followed by a list of independent African countries (as of 1982). Each section ends with questions for discussion. At the end of the unit are a list of enrichment activities and a bibliography of books and audiovisual materials. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (LH)

ED 239 985

SO 015 266

Weber, Warren K., Comp.

Multicultural, Nonsexist Teaching Strategies: Social Studies (K-6).

Area Education Agency 7, Cedar Falls, IA.

Pub Date—80

Note—147p.

Pub Type—Guides - Classroom - Learner (051) —  
Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Community Characteristics, \*Cross Cultural Studies, Elementary Education, \*Ethnic Studies, Family Characteristics, Feminism, Immigrants, Instructional Materials, Junior High Schools, Learning Activities, Minority Groups, Multicultural Education, Self Concept, \*Sex Bias, \*Sex Fairness, \*Sex Role, Social Studies, State History, Stereotypes, Teacher Developed Materials, United States History

Identifiers—Iowa, PF Project

Designed to help Iowa teachers implement the multicultural, nonsexist education mandated by state law, this resource book contains over 100 social studies activities for use in primary, intermediate, and junior high level classes. Exercises for each grade level focus on self, family, neighborhood, community, state, and nation. Primary grade group and individual activities involve students in making life size dolls of themselves, examining likenesses and differences, exploring adult roles and professional options, analyzing stereotypes, and realizing cultural differences. Intermediate grade students look at the lives of pioneer women, American Indians, community values, ethnic groups, and stereotypes. Junior high school students study Iowa minorities, prejudice, famous American women, the Equal Rights Amendment, and the concept of the melting pot. For each activity, skill area, time allotment, objectives, materials, description, and evaluation methods are provided. This document is one of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (LP)

ED 239 986

SO 015 267

Powers, Carmen

This is Alaska.

Area Education Agency 7, Cedar Falls, IA.

Pub Date—80

Note—38p. Copyrighted map on page 3 removed.

Pub Type—Guides - Classroom - Learner (051) —  
Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Eskimos, \*Ethnic Groups, \*Geography, Grade 5, Grade 6, Grade 7, Independent Study, Instructional Materials, Intermediate Grades, Junior High Schools, Learning Activities, Social Studies, \*State History, Teacher Developed Materials, Transportation, United States History, Units of Study, \*Wildlife

Identifiers—\*Alaska, PF Project

Designed primarily for sixth grade students, this 2-week learning packet on Alaska can be adapted to grades 5 and 7. Material is divided into three sections. Following a discussion of how and when to introduce this unit, the teacher section contains a brief summary of each of the unit's seven lessons. The student section contains readings and activities for each lesson. Most activities can be accomplished by students working without teacher supervision. Lessons 1 and 2 cover Alaska geography and map practice. In lesson 3, students learn about Alaskan ethnic groups while building their research and vocabulary skills. Lesson 4 focuses on developing a timeline of Alaskan history. Lesson 5 outlines the

road to Alaskan statehood. In lesson 6, students examine Alaska's indigenous wildlife. The final lesson contains group activities for studying transportation in Alaska. Section 3 contains a variety of supplementary activities designed for slow learners, learning centers, and extra credit work. The document is one of a collection of materials from the Iowa Area Education Agency 7 Teacher Center. (LP)

ED 239 987

SO 015 268

Bolger, Charlene

Social Studies Games on Parade.

Area Education Agency 7, Cedar Falls, IA.

Pub Date—80

Note—28p.

Pub Type—Guides - Classroom - Learner (051) —  
Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Educational Games, Elementary Education, Geography Instruction, Instructional Materials, Learning Activities, \*Social Studies, Teacher Developed Materials

Identifiers—PF Project, States

Elementary school teachers are provided with materials and instructions for using a variety of social studies games. The 15 games described are: charades, checker states, hollywood squares, states guessing game, index relay, jeopardy, the match game, the money game, password, the states game, sequence, stump the students, track meet, famous person guessing game, and world geography game. Several of the games are accompanied by lists of suggested uses and variations. The document is one of a collection of materials from the Iowa Area Education Agency 7 Teacher Center. (LP)

ED 239 988

SO 015 270

Bolger, Charlene

Following Directions.

Area Education Agency 7, Cedar Falls, IA.

Pub Date—80

Note—20p.

Pub Type—Guides - Classroom - Learner (051) —  
Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Education, Instructional Materials, Learning Activities, \*Locational Skills (Social Studies), \*Map Skills, Reading Comprehension, Skill Development, Teacher Developed Materials, Units of Study, Writing Exercises

Identifiers—PF Project

Activities in this elementary unit focus on developing students' locational skills while strengthening their ability to read and follow instructions. Seven maps of varying complexity are accompanied by worksheets containing 8 to 13 direction exercises. Students are instructed to place buildings, landmarks, and labels in accurate locations on each map. In a final exercise, students write directions for a friend to follow in finding particular exhibits at a fairground. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (LP)

ED 239 989

SO 015 271

Roach, Deb

Composition. How To Make a Picture.

Area Education Agency 7, Cedar Falls, IA.

Pub Date—80

Note—28p.

Pub Type—Guides - Classroom - Learner (051) —  
Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Art Activities, \*Art Education, \*Art Expression, Elementary Secondary Education, Instructional Materials, Learning Activities, Skill Development, Teacher Developed Materials, Units of Study

Identifiers—\*Composition (Art), PF Project

Designed to aid art or classroom instructors in teaching the fundamentals of artistic composition, this learning packet can be adapted to any grade level. Eleven sections cover selection of a subject, choice of a center of interest, types of balance, line of vision, filling space, creation of patterns, value (light vs. dark), and perspective. Each chapter describes methods, defines specialized terms, and provides several learning activities. Numerous illustrations clarify each concept. A posttest and list of resources concludes the packet. This document is one of a series of materials from the Iowa Area Education Agency 7 Teacher Center. (LP)

ED 239 990

SO 015 275

Bolger, Charlene

## Activities U.S.A.

Area Education Agency 7, Cedar Falls, IA.

Pub Date—80

Note—45p.; Copyrighted games removed from pages 21-25 and 44-49.

Pub Type—Guides - Classroom - Learner (051) —

Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Education, Instructional Materials, Learning Activities, \*Municipalities, Social Studies, Teacher Developed Materials

Identifiers—PF Project, \*States, \*United States

A compilation of over 50 elementary school activities focuses on developing students' familiarity with the 50 states. Exercises such as word searches, scrambled word puzzles, shape puzzles, spelling bees, match games, and atlas games introduce students to the capitals, major cities, main characteristics, and location of each state. The document is one of a collection from the Iowa Area Education Agency 7 Teacher Center Project. (LP)

ED 239 991

SO 015 277

Blaga, Jeff And Others

Strategies Unlimited.

Area Education Agency 7, Cedar Falls, IA.

Pub Date—80

Note—278p.

Pub Type—Guides - Classroom - Learner (051) —

Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Economics Education, Ethnic Studies,

\*History Instruction, Instructional Materials,

\*International Studies, Learning Activities, Legal

Education, Lesson Plans, Secondary Education,

\*Social Studies, Sociology, Teaching Methods,

\*United States Government (Course), United

States History, Units of Study

Identifiers—PF Project

Designed primarily for teachers of students in grades 7-12, the document presents over 60 social studies teaching strategies and lesson plans. Each lesson includes an overview, grade level information, suggested course/subject matter uses, objectives, suggested materials, student materials, and an instructional plan. Lesson topics fall into the general areas of government, current American issues/problems, world issues/problems, American history, world history, economics, consumer education, law-related education, sociology, psychology, and world geography. Specific lesson topics include interacting with the government, experiencing economics, the sixties, governments of the world, consumer protection, legal case studies, propaganda and advertising, decision making, mock trials, supply and demand, Nazi Germany, the American Civil War, blacks and public schooling, and religious tolerance. The document is part of a collection of materials from the Iowa Area Agency 7 Teacher Center project. (LH)

ED 239 992

SO 015 278

Whitchelo, Jack Hickens, Carole

A Journey. A Unit to Develop Self-Awareness

Through a Fine Arts Approach.

Area Education Agency 7, Cedar Falls, IA.

Pub Date—80

Note—10p.

Pub Type—Guides - Classroom - Learner (051) —

Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Activities, \*Colonial History

(United States), \*Creative Dramatics, Creative

Writing, Dance, Elementary Education, \*Fine

Arts, \*History Instruction, \*Interdisciplinary Approach, Music, Self Concept, Teaching Methods,

Identifiers—PF Project

Designed for elementary school students, the unit presents five brief sessions for teaching an historical event using a fine arts approach. By incorporating dance, drama, art, and music into the study of historical events, students heighten their awareness of themselves and of the characters in history. In session 1, students reenact and discuss the political and emotional climate which prompted the Pilgrims to leave England. In session 2, students base creative writing, drama, and research activities around the theme of a busy harbor. Session 3 focuses on the Mayflower—the feelings, discomforts, and interpersonal conflicts which may have occurred. Students discuss feelings and emotions upon the discovery of land and act out the Pilgrims' arrival in session 4. The final session concludes the unit by reviewing vocabulary, relating student experiences, and providing additional suggestions. This document is part of a collection of materials from the Iowa Area Edu-

cation Agency 7 Teacher Center project. (LH)

ED 239 993

SO 015 280

Bolger, Charlene

Presidential Election '80 and the Past Presidents.

Area Education Agency 7, Cedar Falls, IA.

Pub Date—80

Note—35p.

Pub Type—Guides - Classroom - Learner (051) —

Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elections, Elementary Education,

Government (Administrative Body), Instructional

Materials, Learning Activities, Political Issues,

\*Presidents, Units of Study, \*Voting

Identifiers—PF Project, \*Presidential Campaigns,

\*Presidential Candidates

Activities in this elementary school unit about the 1980 presidential election can easily be adapted to any election. Fact sheets list the main functions of the president, 10 steps in becoming president, qualifications for the presidency, qualifications and duties of the vice president, election vocabulary, an explanation of the electoral college, and a list of all United States presidents. Activity sheets involve students in researching the family and professional background of each presidential candidate, creating campaign badges, learning relevant vocabulary, making a voting booth, keeping a score sheet of the election, and simulating election day activities. Teacher answer sheets are provided. The document is one of a collection of materials from the Iowa Area Education Agency 7 Teacher Center Project. (LP)

ED 239 994

SO 015 282

Curl, Marilyn

Road to White House Activities.

Area Education Agency 7, Cedar Falls, IA.

Pub Date—80

Note—26p.

Pub Type—Guides - Classroom - Learner (051) —

Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elections, Government (Adminis-

trative Body), Instructional Materials, Intermediate

Grades, Learning Activities, Political Issues,

\*Presidents, Teacher Developed Materials,

United States History, Units of Study, Voting

Identifiers—Democratic Party, PF Project, \*Presi-

dential Campaigns, \*Presidential Candidates, Re-

publican Party

Intermediate grade teachers are provided with 14 presidential election learning activities which introduce students to the different stages of the campaign process, past presidents, and the two-party system. Students participate in a presidential facts game, an election vocabulary game, a word search, and a matching game; create campaign slogans and television commercials; and analyze political cartoons. A resource guide is appended. The document is one of a collection of materials from the Iowa Area Education Agency 7 Teacher Center Project. (LP)

ED 239 995

SO 015 294

Family History Unit - U.S. History - Grade 8.

Ventura Unified School District, Calif.

Pub Date—84

Note—15p.; Prepared at Balboa Middle School.

Pub Type—Reports - Descriptive (141) —

Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Demonstration Programs, Exhibits,

\*Family (Sociological Unit), \*Family Role, \*His-

tory, Interviews, Junior High Schools, Learning

Activities, Middle Schools, Program Descriptions,

\*Student Projects, Student Research, United

States History, Units of Study, Writing

(Composition)

Identifiers—\*Family History, Genealogy, PF

Project

A family history project which introduces students to the study of the family in connection with the immigration period in American history is described. The six-week project, an annual activity in Balboa Middle School (California) United States history classes, consists of four parts: (1) family history charts (family trees); (2) family interviews with the oldest relatives; (3) family history papers focusing on a single ancestor or one ancestral line; and (4) family history night for family and friends when the students exhibit family artifacts, family mobility maps, timelines, and family notebooks. Student materials consisting of directions explaining each part of the project and worksheets for recording personal and family information are included. The project

provides alternatives for those students or their parents who do not wish to participate in the project as described. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (EM)

ED 239 996

SO 015 295

Mighty Mustang Memo.

San Marcos Unified School District, CA.

Pub Date—84

Note—3p.; Prepared at Richland Elementary

School.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Citizenship Education, \*Citizenship

Responsibility, Demonstration Programs, Ele-

mentary Education, Elementary School Students,

Incentives, Motivation Techniques, Program Des-

criptions, \*Public Relations, \*Rewards, \*School

Community Relationship, \*Student Participation

Identifiers—PF Project

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: The purpose of this program is to develop good citizenship, responsibility, and public confidence. All students are given 3"x5" cards with a brief explanation of the program written on top. Basically, the description states that we are challenging students to spread the good name of Richland Elementary throughout the district. In order to do this, students visit neighbors in the community, identify themselves as a Richland student, and ask if there are any jobs he/she can help with. The student may explain the complete program at that time, or simply go ahead and perform the task. After the job is complete, the student asks the neighbor to describe in one or two sentences (on the form) what the job was. The neighbor then signs the form which now becomes a "Mighty Mustang Memo." The memo is brought to school the following day and deposited in a large box located on the playground. At the Friday morning flag salute, the principal draws six winners out of the box. They are invited to lunch with the principal. We have received very positive comments from the community and parents regarding how polite and considerate these responsible Richland students are. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (Author)

ED 239 997

SO 015 296

Fresno County Mock Trial Competition.

Fresno City Unified School District, Calif.

Pub Date—84

Note—3p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Competition, \*Court Litigation,

\*Criminal Law, Demonstration Programs, High

Schools, Human Resources, Legal Education,

Program Descriptions, \*Role Playing, \*Simula-

tion

Identifiers—\*Mock Trials, PF Project

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: The Fresno County Office of Education and the Fresno Unified School District hosted the Mock Trial Competition. The state competition is sponsored by the Constitutional Rights Foundation, with cosponsorship from the California State Bar Association and the California Young Lawyer's Association. This program consists of local county competitions and a state final which includes student seminars and activities in state government as well as the trial play-offs. The Mock Trial is a simulation of a criminal case, with high school students playing the various roles involved in the case presentation. Students from one high school present the case for the prosecution against students from another high school who present the defense. The Mock Trial is designed to demystify the workings of our legal institutions for young people as the student teams study a hypothetical case, do legal research, and are coached by volunteer attorneys in courtroom procedure and trial preparation. Students participate as counsel, witnesses, or court clerks, actually presenting their cases in courtrooms before municipal and superior court judges. Through the Mock Trial Competition, young people increase their analytical abilities, learn self-confidence, develop communication skills, and gain an understanding of our court system. This year's

Mock Trial Competition has involved 12 city and county high schools including 170 students and 12 teacher/sponsors. The participating schools are: Bullard High School, Central High School, Clovis High School, Clovis West High School, Fresno High School, Hoover High School, Kerman High School, Kingsburg Joint Union High School, McLane High School, Roosevelt High School, Sanger High School, and Sierra Joint Union High School. The schools received the criminal case packet prepared by the Constitutional Rights Foundation. Twenty-four attorney coaches from the Fresno County Bar Association and Young Lawyer's Association assisted the teams in their case preparation. The cases were heard before nine municipal and superior court judges assisted by 19 attorneys in the scoring process. The winning team from Fresno County will participate in the California State Mock Trial Competition in Sacramento on March 6-8, 1984. In addition to the final trials, students will explore state government, meeting with their legislators and examining the important issues facing California. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (Author)

**ED 239 998** SO 015 297  
Coordinated Academic English 1-2/World History.

Santa Rosa City Elementary and High School District, Calif.

Pub Date—84

Note—10p.; Prepared at Santa Rosa Junior High School.

Pub Type—Reports - Descriptive (141) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Academic Education, Assignments, \*Coordination, Course Descriptions, Demonstration Programs, \*English Curriculum, \*Fused Curriculum, Grade 9, High Schools, \*Interdisciplinary Approach, Program Descriptions, Quarter System, Student Projects, \*World History

Identifiers—PF Project

An overview of a program which coordinates ninth-grade academic English and world history courses is presented along with teaching material for the courses. The classes are taught separately, but the subject matter and major assignments are coordinated by historical period. Teaching materials include: goals and objectives of the program, 13 ideas for coordinated assignments, a letter to parents explaining the program, a coordinated list of topics covered in the history class and books assigned in the English class for each of four quarters, a list of 33 first-quarter projects from which students can choose, and instructions for a newspaper project for the fourth quarter. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (DC)

**ED 239 999** SO 015 319

Earney, Fillmore C. F.

Law of the Sea, Resource Use, and International Understanding.

Pub Date—Oct 83

Note—23p.; Paper presented at the National Council for Geographic Education Conference (Ocho Rios, Jamaica, October 23-28, 1983).

Pub Type—Legal/Legislative/Regulatory Materials (090) - Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Developed Nations, Developing Nations, Economic Development, \*Global Approach, Higher Education, Instructional Materials, \*International Cooperation, \*International Organizations, \*International Relations, Natural Resources, \*Oceanography, Quality of Life, Resource Materials, Secondary Education, World Affairs, World Problems

Identifiers—\*Law of the Sea Convention, Minerals Examined are the mandates of the Law of the Sea (LOS) Convention (not ratified by the United States), which set aside approximately two-thirds of the world's oceans as a "common heritage of mankind" to further the establishment of a "new economic order." The convention established an International Seabed Authority designed to admin-

ister and equitably distribute oceanic mineral resources among both the haves and the have-nots. This paper illustrates, through a brief examination of the LOS Convention's precepts, a few significant questions with which educators might confront students concerning the ocean as one of our last frontiers. For example: Can we afford less than a holistic approach in resource use planning? How are we to meet growing demands by Third World states for an improved standard of living? How can we better understand and cope with differing political-economic views on the right of access to and equity in the benefits of global resources? The first part of the paper discusses the convention's mandates for the use of minerals, living resources, and ocean space. An annotated listing of resources with which to stimulate class discussion concludes the paper. (RM)

**ED 240 000** SO 015 336

Woyach, Robert B.

Curriculum Efforts in Pre-Collegiate Global Perspectives Education: An Analytical Review.

Pub Date—5 Apr 83

Note—19p.; Paper prepared for the Annual Convention of the International Studies Association (24th, Mexico City, Mexico, April 5, 1983).

Pub Type—Information Analyses (070) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Change Strategies, \*Curriculum Development, Developmental Stages, \*Educational Change, Educational Needs, Educational Objectives, Elementary Secondary Education, \*Global Approach, Hidden Curriculum, Integrated Curriculum

Curriculum change in global education can be described in terms of three broad approaches. The infusion approach argues that global perspective goals can be included within the existing curriculum without sacrificing the existing goals of that curriculum. The world-centered school approach supports a broad implementation which recognizes both the curricular and extra-curricular aspects of schools as learning communities. The third approach, the world studies course, seeks to design a single course around the concepts and goals of global education. Because global educators are forced to use these different approaches to introduce change, the goals of global education—conceiving of the world as a global system, state-of-the-planet awareness, awareness of choices and opportunities for actions, cultural awareness, and perspective consciousness—are segmented. Curriculum change efforts need to be based on some image of the future which embodies all the segments of global perspectives. An integrated image of the global perspective goals and their place within the overall curriculum can provide a benchmark against which progress can be assessed. In future efforts, attention also needs to be paid to the developmental aspects of global perspectives education. (RM)

**ED 240 001** SO 015 337

Essential Performance Objectives for Social Studies: Illustrative Learning Activities (K-3).

Michigan State Board of Education, Lansing.

Pub Date—83

Note—176p.; For related documents, see SO 015 338-339 and SO 015 437.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC08 Plus Postage.**

Descriptors—\*Behavioral Objectives, Community, Cross Cultural Studies, \*Curriculum Development, Curriculum Guides, \*Educational Objectives, Environment, Evaluation Methods, Family (Sociological Unit), Geography Instruction, Instructional Improvement, Learning Activities, Legal Education, Models, Primary Education, Problems, Responsibility, Sex Role, Skill Development, \*Social Studies, Teacher Responsibility, Teachers, Teaching Methods, Values

Materials in this social studies curriculum guide are designed for use by Michigan primary grade teachers in conjunction with the publication "Essential Performance Objectives for Social Studies." Content is divided into three sections. (1) An introduction focuses on improving classroom dynamics; it includes a discussion of: social studies objectives, teacher responsibilities, teaching strategies, activity selection guidelines, and teachers' problems. (2) The bulk of the guide consists of over 60 illustrative lessons. Presented in chart format, each lesson details objectives, several activities, and resources. Topics covered include the family, laws, rules and responsibilities, emotions, values, cross-cultural

comparisons, the community, sex roles, environment, and geography. (3) Extensive appendices include a glossary, evaluation procedures, several social studies program models, scope and sequence designs, outlines of skills and objectives, suggestions for writing curriculum guides, a sample statement of philosophy, and a statement of policy on controversial issues. (LP)

**ED 240 002** SO 015 338

Essential Performance Objectives for Social Studies: Illustrative Learning Activities (4-6).

Michigan State Board of Education, Lansing.

Pub Date—83

Note—264p.; For related documents, see SO 015 337-339, and SO 015 437.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC11 Plus Postage.**

Descriptors—\*Behavioral Objectives, Community, Conflict Resolution, Cross Cultural Studies, \*Curriculum Development, Curriculum Guides, \*Educational Objectives, Environment, Ethnic Studies, Evaluation Methods, Family (Sociological Unit), Government (Administrative Body), Instructional Improvement, Intermediate Grades, Laws, Learning Activities, Models, Problems, Responsibility, Skill Development, Social Discrimination, \*Social Studies, Stereotypes, Teacher Responsibility, Teachers, Teaching Methods

Materials in this social studies curriculum guide are designed for use by Michigan intermediate grade teachers in conjunction with the publication "Essential Performance Objectives for Social Studies." Content is divided into three sections. (1) An introduction focuses on improving classroom dynamics; it includes a discussion of: social studies objectives, teacher responsibilities, teaching strategies, activity selection guidelines, and teachers' problems. (2) The bulk of the guide consists of over 100 illustrative lessons. Presented in chart format, each lesson details objectives, activities, and resources. Topics covered include stereotyping, ethnic groups, discrimination, laws and responsibilities, environment, community, family, cross-cultural studies, government, and conflict resolution. (3) Extensive appendices include a glossary, evaluation procedures, several social studies program models, scope and sequence designs, outlines of skills and objectives, suggestions for writing curriculum guides, a sample statement of philosophy, and a statement of policy on controversial issues. (LP)

**ED 240 003** SO 015 339

Essential Performance Objectives for Social Studies: Illustrative Learning Activities (7-9).

Michigan State Board of Education, Lansing.

Pub Date—83

Note—358p.; For related documents, see SO 015 337-338 and SO 015 437.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC15 Plus Postage.**

Descriptors—Attitudes, \*Behavioral Objectives, Consumer Education, \*Curriculum Development, Curriculum Guides, \*Educational Objectives, Environment, Evaluation Methods, Government (Administrative Body), Instructional Improvement, Junior High Schools, Laws, Learning Activities, Models, Newspapers, Problems, Resources, Skill Development, \*Social Studies, Stereotypes, Teacher Responsibility, Teachers, Teaching Methods, Technology

Designed for use in Michigan junior high schools in conjunction with the publication "Essential Performance Objectives for the Social Studies," this handbook contains over 175 social studies learning activities. Material is divided into three sections. (1) An extensive introduction considers methods for improving classroom teaching. Topics discussed include teacher responsibilities, teaching strategies, learning objectives, choosing appropriate activities, and teachers' problems. (2) The learning activities are the bulk of the handbook. Presented in charts which summarize objectives, procedure, and resources, activities reflect a wide range of teaching techniques and approaches. Some of the content and skill areas covered are: attitude formation, stereotypes, laws, consumer education, environmental awareness, resources, government systems, newspaper skills, and technology. (3) Appendices include a glossary, evaluation procedures, several social studies program models, scope and sequence designs, outlines of skills and objectives, and sample curriculum guides and policy statements. (LP)

**ED 240 004** SO 015 341

Hursh, Heidi Prevedel, Michael



### Activities Using "The State of the World Atlas." Grades 7-12. International Understanding Series.

Denver Univ., Colo. Center for Teaching International Relations.

Pub Date—83

Note—202p.

Available from—CTIR Publications, University of Denver, Denver, CO 80208 (\$12.95).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Area Studies, \*Atlases, Civil Liberties, Developed Nations, Developing Nations, \*Geography Instruction, \*Global Approach, Human Dignity, Interdisciplinary Approach, Learning Activities, \*Map Skills, National Defense, Nuclear Warfare, Poverty Areas, Refugees, \*Research Skills, Secondary Education, Social Problems

Identifiers—Separatism, \*State of the World Atlas (The), Wealth

Secondary school teachers in a variety of disciplines will find the teaching activities in this handbook useful in integrating the "State of the World Atlas" into their curricula. Following an activity which introduces students to the atlas, content is divided into three sections focusing on area studies, issues, and research skills. Nine activities in the section on area studies examine geopolitical and cultural groups of nations as well as stereotypes, similarities and differences, and interrelationships among nations. Students consider global issues such as human rights, the wealth of nations, refugees, separatist movements, and the arms race in the section on issues. The section on research contains three activities for applying research skills to the atlas and a list of supplementary activities. Student handouts to accompany activities are provided in a separate section at the end of the book. (LP)

ED 240 005 SO 015 343

Alger, Chadwick F. Mendlovitz, Saul

Grass Roots Activism in the United States: Global Implications?

Pub Date—83

Note—39p; Paper presented at the Annual Meeting of the American Sociological Association (Detroit, MI, August 31-September 4, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Activism, Citizen Participation, Comparative Analysis, \*Global Approach, \*Group Activities, \*Local Issues, Social Action, \*Social Differences, Social Science Research

Interviews were conducted with 35 grass roots activists from middle-sized U.S. cities and small towns to learn about their perspectives and activities. No effort was made to obtain a representative sample of activists. The five main approaches to social change encountered were represented by members of the ideological and political left, by community-organizing and neighborhood empowerment groups, and by advocates of lifestyle change, interpersonal transformation (e.g., feminism), and spiritual transformation. Among the findings are the following. There is a strong emphasis on decentralization among grass roots activists. A possible basis for collaboration between localists and globalists is their shared anti-statism. The networks created by local activists tend not to extend beyond the state (nation) boundary. Local activists tend not to be activating, or even informing, local people about suffering on a global basis. Local activists tend to change their lifestyles so that they reflect their beliefs; the globalists do not. The localists rarely have visions of the future, compared to the global future tradition of the globalists. There are a small number of local/global activists. (Author/RM)

ED 240 006 SO 015 347

Kerckhoff, Richard K. Leupp, Timothy

The Swiss Equal Rights Amendment: A Case Study.

Pub Date—Oct 83

Note—14p; Paper presented at the Annual Meeting of the National Council on Family Relations (St. Paul, MN, October 11-15, 1983).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, \*Constitutional Law, \*Feminism, Foreign Countries, Humanitarianism, \*Legislation, Political Influences, \*Sex Fairness, Social Influences

Identifiers—\*Equal Rights Amendment, Switzerland, United States

The Swiss legal system has been openly protective of male privilege while the American system has traditionally claimed to support equality for all people. Yet the Swiss have succeeded in passing an equal rights amendment in a short time and with little national discord. Because of the nature of their political process, the Swiss were able to move much more quickly than the Americans. Amendments in that country are determined by popular vote, which in this case was held in 1981. Several other political and social factors facilitated passage of the amendment. Well-organized support geared the campaign to the mood of the nation. The amendment was promoted as a humanitarian move which insured human rights rather than women's rights specifically. Supporters adopted a nonaggressive approach attuned to the traditional attitudes of the Swiss population. Moreover, all political parties, with the exception of the extreme right, supported the amendment. A final consideration concerns the design of the amendment, which calls for gradual social and political change after adoption. While the Swiss example cannot be considered a model for Americans, it does provide additional experience for Americans to contemplate as they reconsider their own proposal. (LP)

ED 240 007 SO 015 351

Hogsett, Charlotte

Crisis in Feminism: The United States and France.

Pub Date—Jun 83

Note—14p; Paper presented at the National Women's Studies Association Conference (Columbus, OH, June 26-30, 1983).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, \*Cross Cultural Studies, \*Feminism, \*Group Dynamics, Group Status, Group Unity, Intergroup Relations, Social Problems, Social Science Research

Identifiers—\*France, \*United States

Feminism is experiencing a similar dual crisis in the United States and France. One aspect of this crisis, the movement's alignment with other groups, is destructive, inevitably leading to the subordination of women's issues to "human" issues. The other dimension of the crisis, internal differences, is potentially creative, offering the opportunity to grow through discussion and group dynamics. In the United States, the first aspect of the crisis is reflected in the notion of second statism expressed by Betty Friedan and others: separatist feminism has fulfilled its purpose and both sexes can now work together. The second facet of the American crisis is reflected primarily in undercurrents of racism and anti-Semitism within the movement. In France, the position of one feminist group, the "mouvement de la libération des femmes" (MLF) is the focal point of the crisis. This group endangers the French movement in two ways, by claiming leadership of the entire movement while simultaneously fractionalizing the movement through self-separation. Within the MLF and among this group and others, accusations of reformism and radicalism undermine feminist objectives. Despite these crises, considerable insight can be gained by both French and American feminists through cross-cultural communication. In addition to highlighting different pitfalls, such a dialogue is essential to keeping the movement totally feminist. This condition, in turn, is critical to the realization of feminist goals. (LP)

ED 240 008 SO 015 352

It's the Law: Student's Rights and Responsibilities!

Oklahoma Bar Association, Oklahoma City; Oklahoma State Dept. of Education, Oklahoma City.

Pub Date—82

Note—164p; Financial support for this publication also provided by Sarkey's Foundation, Norman, OK.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Business, Crime, Criminal Law, Employment, Instructional Materials, Interpersonal Relationship, Laws, Learning Activities, \*Legal Education, Resource Materials, School Activities, Secondary Education, State Curriculum Guides, State Government, \*State Legislation, Student Developed Materials, \*Student Responsibility, \*Student Rights, Youth

Identifiers—Arrests, Juvenile Justice, Juvenile Jus-

tice System, \*Oklahoma

Secondary-level learning activities dealing with youth and the law are included in this resource guide. Although the guide was written specifically for use in Oklahoma schools, it can, with modifications, serve as a model for other states. There are seven sections dealing with youth and: employment law, business rights and responsibilities, property, school, relations between people, arrest, and the court system. Each section is comprised of two parts, one containing questions and answers, the second containing learning activities. Students are expected to read and then use the materials provided in a question and answer section in many of the learning activities. For example, in the section on youth and property, students read the definitions of various types of crimes. A learning activity then asks them to read about criminal acts and identify the crime. Examples of other activities include involving students in discussing specific court cases, taking matching tests, and analyzing crime statistics. A selected bibliography is provided. (RM)

ED 240 009 SO 015 353

Wallen, Norman E.

What Is Wrong with Research in Social Studies?

Pub Date—Nov 83

Note—7p; CUFA Presentation to the National Council for the Social Studies (San Francisco, CA, November 23, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Tests, \*Educational Needs, \*Educational Research, Elementary Secondary Education, Evaluation Methods, Measurement, Measurement Techniques, Reliability, Research Design, \*Research Problems, \*Research Utilization, \*Social Studies, Statistics, Teacher Effectiveness, Validity

Identifiers—Inference (Statistical), Replication

Social studies research has told us very little in the past 30 years. There are several reasons for this state of affairs in social studies. First, inferential statistics has become much too prominent in research thinking and practice. Replication should be used by researchers to build a useful body of knowledge. A second reason for lack of success is the continuing failure to be really concerned about measurements. Reliability and validity need to be addressed, and new tests for measuring higher level cognitive skills need to be developed. Examples from the Tabu curriculum project and from a recent research report which appeared in the journal "Social Education" show the difficulties encountered in measuring students' abilities to make inferences and to explain and apply ideas and students' reasoning about basic economic concepts. Three mistakes made in both measurement attempts were: (1) looking too much to other disciplines for guidance in studying the educational process, (2) trying to study underlying psychological processes instead of important content, and (3) unnecessarily and somewhat inappropriately over-statisticizing. A more idiographic approach to measurement needs to be taken. (RM)

ED 240 010 SO 015 355

Singleton, Laurel R. Ed.

Data Book of Social Studies Materials and Resources. Volume 9.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—Department of Education, Washington, DC.

Report No.—ISBN-0-89994-284-9

Pub Date—84

Contract—400-83-0012

Note—212p; For a related document, see ED 224 763.

Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302 (\$10.00).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—\*Content Analysis, Elementary Secondary Education, \*Instructional Materials, Media Selection, Nonprint Media, \*Resource Materials, \*Social Studies, Supplementary Reading Materials, Textbook Content, Textbook Evaluation, Textbooks, Textbook Selection

Analyses of elementary and secondary social studies textbooks, supplementary materials, and teacher resource materials, all published in 1982

and 1983, are presented. The objective is to provide a review of curriculum materials which will allow K-12 teachers, administrators, curriculum coordinators, and college methods teachers to select appropriate materials for their students, school, and community. The data book is organized into five main sections. The first section evaluates seven elementary school textbooks and learning packages and updates reviews of three texts revised in 1982 and 1983. The second section analyzes 33 secondary-level texts and textbook sets and updates reviews of 16 revised texts. Each analysis in the two sections provides an overview, a section on intended users, rationale and general objectives, content, teachers' procedures, and evaluative comments. The third section presents brief summaries of the purpose, intended user and uses, and content of 31 teacher resources, including books, journals, and newsletters. The fourth section describes 21 social studies guides or curricula available through the ERIC system. The final section, a re-instituted feature in the data book, lists new supplementary materials. Categorized by topic, the list includes title, publisher, date, grade level, type of material, price, and content focus. Indexes are provided for author/editor/developer, grade level, publisher, and subject area. The book concludes with a list of cited publishers' addresses. (LP)

**ED 240 011** SO 015 356  
Michalczyk, John J.

*Teaching the Holocaust through Film.*  
Pub Date—82

Note—20p.; Paper presented at the Modern Language Association Meeting (Los Angeles, CA, December, 1982).

Pub Type—Information Analyses (070) — Reference Materials Bibliographies (131) — Speeches/Meeting Papers (150)  
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Anti-Semitism, Content Analysis, Documentaries, Educational Media, Educational Resources, Elementary Secondary Education, Evaluation Methods, Filmographies, Films, \*Jews, \*Media Selection, Modern History, Nazism, World History.

Identifiers—Film Genres, \*Holocaust, Media Use  
The use of Holocaust-related films and Holocaust survivors as classroom resources is analyzed. The perspective and function of four film genres are outlined as follows. Newsreels, made by the Nazis to chronicle their "progress," provide powerful raw footage of the concentration camp experience. Documentaries, generally made by Allied sources after the fact, use selected newsreel footage to present a particular thesis. Fiction films combine the advantage of a popular medium with the disadvantage of historical inaccuracy. In this category, feature films generally use the Holocaust as a springboard for presenting other ideas, while TV docudramas focus on important moral issues through portrayals of the horrors of the period. Educators are encouraged to consider three issues when choosing Holocaust films: the film's effectiveness in helping students understand the event, artistic value, and suitability for its target audience. Highlights of interviews with Holocaust survivors indicate themes that should be emphasized in classroom study. The use of guest presentations by these survivors as a means of making this period more meaningful to the student is also stressed. The paper includes a list of 161 Holocaust-related films, a copy of a Holocaust survivor's questionnaire, a bibliography, and a list of organizations. (LP)

**ED 240 012** SO 015 358  
Trindell, Roger

*Attracting Future Geographers: The Introductory Course.*

Pub Date—26 Oct 83

Note—10p.; Paper presented at the National Council for Geographic Education Conference (Ocho Rios, Jamaica, October 23-28, 1983).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)  
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Curriculum Development, Employment Potential, \*Geography Instruction, Higher Education, Program Descriptions

The organization and content of an introductory human geography course instituted at Mansfield State University (Pennsylvania) to interest students in a geography major and possible geography career is described. Organized around basic geography "co-traditions," the course begins by examining geography's origin, purpose, and relation to other disciplines; it also stresses the practical value of the discipline and the employment opportunities for prospective majors. Content is studied through case studies chosen on the basis of timeliness and potential student interest. Student activities focus on the self-study assignment, in which students are required to use the local area for the application of concepts and of various geographic approaches studied. The course concludes with a brief discussion of applied geography and geography of the future. (LP)

ED 240 013 SO 015 359  
Andereck, Mary E. Dixon, Clifton V., Jr.  
*Latin America in World Geography Textbooks for the Secondary School.*  
Pub Date—Oct 83

Note—22p.; Paper presented at the National Council for Geographic Education Conference (Ocho Rios, Jamaica, October 23-28, 1983).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)  
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Content Analysis, \*Content Area Reading, Educational Research, \*Geography, Secondary Education, Textbook Bias, \*Textbook Content, \*Textbook Research

Identifiers—\*Latin America

The purpose of this study was to quantitatively analyze the Latin American content of contemporary world geography textbooks published for United States secondary schools. A preliminary review of the literature indicated that Latin America was generally omitted from world geography texts, Central America was given minimal attention, and contemporary politics received inadequate treatment. Six textbooks chosen randomly from professional journal advertisements were analyzed for the space devoted to Latin America and the specific distribution of content on Mexico, Central America, Venezuela, Argentina, and Brazil. These five representative study regions were analyzed according to the four main topical areas of historical geography and general culture, physical geography, contemporary trends, and general geographic statements. A comparison of survey findings with results of a 1944 study of textbooks conducted by the American Council on Education indicated the following: a more balanced distribution of topical content among world regions, allocation of space to Latin America equal to that of Europe and Africa, a decrease in the amount of Latin American space devoted to the five surveyed regions, and substantially increased emphasis on contemporary trends. Six tables present survey findings. (LP)

**ED 240 014** SO 015 360

Kohler, Fred

*Classroom Exercises Utilizing Precipitation Data.*

Pub Date—83

Note—27p.; Paper presented at the National Council for Geographic Education Conference (Ocho Rios, Jamaica, October 23-28, 1983).

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Climate, Community Study, Course Content, Course Descriptions, Data Analysis, Data Collection, \*Geography Instruction, Higher Education, Learning Activities, Questioning Techniques, Relevance (Education), \*Weather

Identifiers—\*Precipitation

Precipitation data for Macomb (Illinois) for the period 1912-1981 were the bases for developing classroom exercises that offered college students experience in collecting such data. After students collected the data, they reduced them to manageable proportions, and then examined average long-term relations which may have emerged among yearly, monthly, and daily values. This approach makes the study of weather and climate more relevant to students by utilizing local sources of data that students may find appealing and informative. Examples of the many figures, questions, and discussion topics that can be used in exercises to help students reflect on how the climate and weather conditions influenced the precipitation patterns are presented. For example, to get a concise summary of the general precipitation pattern in their community, the students placed on a graph yearly precipitation values for the entire period of record. To examine possible precipitation trends, students calculated a 5-year running mean for the Macomb data. The resulting graph helped to smooth the yearly fluctuations evident in their initial graph of yearly precipitation

values, making the interpretation of dry and wet periods easier. (RM)

**ED 240 015** SO 015 361

Stalker, Sylvia

*Computers in the Classroom: A Feminist Issue.*

Pub Date—Jun 83

Note—24p.; Paper presented at the National Women's Studies Association Conference (Columbus, OH, June 26-30, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Computer Literacy, Computer Oriented Programs, Computer Science Education, Educational Research, Elementary Secondary Education, \*Equal Education, Feminism, Mathematics Anxiety, School Role, \*Sex Bias, \*Sex Fairness, Student Attitudes, Teacher Role, \*Women's Education

Women stand to lose a great deal in the information revolution if they fail to master computer technology. Presently they are taking little part in the computer field. In the future, access to jobs, information, and power will depend on computer knowledge and skills. Women will be pushed into lower status jobs or out of jobs altogether, perpetuating their position as secondary members of society. Because of this threat, it is imperative that measures be taken to insure that girls are provided with adequate computer instruction. Schools are doing little to offset the existing inequity. Computers are used almost solely in math classes, traditionally a male domain. Even for girls taking math, there are few women teaching the courses and therefore few women using computers to serve as role models. Girls' lack of enthusiasm for computers is a result of all these factors as well as the aggressive behavior of boys in securing computer time. Outside the schools, computer companies reinforce the notion of computers as a male interest through their computer games and advertising. It is clear that special programs, including the integration of computers into subjects other than math, must be developed in order to include girls in computer education and alleviate the present inequitable distribution of knowledge and power in our society. (LP)

**ED 240 016** SO 015 362

Disaver, Larry M.

*Tourism, Field Trips and Geographic Education.*

Pub Date—Oct 83

Note—11p.; Paper presented at the National Council for Geographic Education Conference (Ocho Rios, Jamaica, October 23-28, 1983).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Field Trips, \*Geography Instruction, Higher Education, \*Program Implementation, Tourism, Travel

In university level geography education, both a market and a need exist for "learning trips" combining the elements of a field trip with those of a commercial tour. Planning such trips involves four steps. The first of these is to establish the conditions of the tour, including identification of the topical focus, specific destinations and sites to be visited (museums, geological sites, etc.), time available, costs, and participants' characteristics. The second step, planning the itinerary, requires day-to-day scheduling of sites and accommodations. Step three involves double checking and reworking this itinerary to account for unforeseen delays, travel times, and travel conditions. The final step, marketing the tour, lends itself to several options, from contracting with a tour company to enlisting the aid of the university continuing education department. An outline of a geographical learning tour conducted in Ireland provides a daily list that includes lodging, place, scenic features, and study topics of general geography and Ireland's geography. (LP)

**ED 240 017** SO 015 363

Maggino, Romulo F.

*Student Rights in Newfoundland and the United States: A Comparative Study.*

Spons Agency—Memorial Univ., St. John's (Newfoundland). Faculty of Education.  
Pub Date—80

Note—174p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Academic Education, \*Board of Education Policy, Civil Liberties, Comparative Analysis, \*Comparative Education, Cross Cultural

Studies, Dress Codes, Due Process, Educational Research, Elementary Secondary Education, Freedom of Speech, Privacy, Punishment, Student Behavior, \*Student Rights  
Identifiers—\*Newfoundland, \*United States

Official policies concerning students' rights in Newfoundland and in the United States are examined, and standards of justification for students' rights are discussed. A questionnaire was sent to each school district superintendent in Newfoundland and to 100 selected superintendents in the State of Wisconsin. The response rate from Newfoundland was 66%; from the United States, 56%. The superintendents were asked to indicate policies concerning students' rights to free speech, free press, association membership, personal appearance and behavior, reasonable punishment, privacy, due process, and academic matters. Results showed that, in spite of the many U.S. Supreme Court rulings on student rights, only in the area of due process do over 50% of the Wisconsin school boards have an officially adopted policy. In Newfoundland, even fewer school boards have official policies. The study concludes that many current standards of justification for students' rights—i.e., the student as a constitutional person, the student as a human person, the Rawlsian standard—are inadequate. A preferred justification is the utilitarian standard, which is based on a committed concern for the greatest welfare of the greatest number. Appendices contain the research proposal, the questionnaire, and statements on students' rights. (RM)

ED 240 018 SO 015 364

Solliday, Michael A. Seifert, Bernice B.  
*Education versus Indoctrination: Is It an Issue in Illinois Social Studies?*

Pub Date—Oct 83

Note—17p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Freedom, \*Censorship, Educational Research, Elementary Secondary Education, Higher Education, Instructional Materials, \*Social Studies, Teaching Methods, Textbook Evaluation, Textbook Selection, Textbook Standards

Identifiers—\*Illinois

The extent and nature of censorship in Illinois social studies classrooms is assessed. A questionnaire included in the state Council for the Social Studies newsletter asked social studies teachers at all levels to respond to a 12-item questionnaire covering censorship of texts, teaching methods, textbook selection processes, and origins of censorship. While data are still being analyzed, responses thus far (n=43) suggest that Illinois social studies teachers are relatively free from academic censorship. However, teacher responses to date have been predominantly from secondary- and university-level teachers, making it difficult to assess the situation at the elementary level. Moreover, the issue of self-censorship, in which teachers refuse to cover certain topics, has not been addressed in this study and may be cause for concern to educators and school children. (LP)

ED 240 019 SO 015 365

Program Descriptions for History-Social Science Instructional Materials.

California State Dept. of Education, Sacramento.

Pub Date—83

Note—38p.

Available from—Bureau of Publications, California State Dept. of Education, P.O. Box 271, Sacramento, CA 95802 (\$2.50 plus sales tax for California residents).

Pub Type—Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Educational Objectives, Elementary Secondary Education, \*History, Instructional Materials, Media Selection, Program Descriptions, \*Social Sciences, \*Social Studies, State School District Relationship, State Standards, Textbook Content, \*Textbook Selection

Identifiers—\*California, \*State Textbook Adoption Policies

Programs for California state-adopted social studies instructional materials are described to aid state school districts in matching instructional materials with curriculum goals and objectives. Information is provided in three sections. An annotated index gives pertinent information about each program, including title, year of copyright, and grade and read-

ability levels (as designated by the publisher). The second section gives more detailed information on each program: general description, learner goals and objectives, program organization, student materials, methodology, evaluation procedures, teacher materials, implementation requirements, and related materials. The final section is a list of previously adopted programs. (LP)

ED 240 020 SO 015 384

Wyoming Standards of Excellence for the Social Studies.

Wyoming State Dept. of Education, Cheyenne.

Pub Date—82

Note—18p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Curriculum Development, \*Educational Objectives, Elementary Secondary Education, Graduation Requirements, \*Minimum Competencies, Skill Development, \*Social Studies, State Curriculum Guides, State School District Relationship, \*State Standards, Teacher Certification

Identifiers—\*Wyoming

Designed to help Wyoming school districts meet the needs of their students and communities, this manual outlines the essential elements of a well-planned, comprehensive social studies curriculum. The four components of the program, each described in a separate section, are essentials of education, fundamentals of an exemplary social studies program, essentials of the social studies curriculum, and organization and management of the social studies program. The section on essentials of the social studies curriculum is divided into subtopics covering knowledge acquisition, democratic beliefs, thinking skills, participation skills, and civic action; while the section on organization and management of the social studies program covers development, implementation, and instructional considerations. An appendix on Wyoming statutes and policies relevant to social studies includes brief sections on the Wyoming Education Code, Minimal Competencies for High School Graduation, Accreditation regulations for social studies, teacher certification requirements, and information about a curriculum development package. (LP)

ED 240 021 SO 015 385

Bibliography of Available Sex Equity Resources.  
Illinois State Board of Education, Springfield. Equal Educational Opportunity Section.

Pub Date—[82]

Note—34p.; Product of the Title IV Sex Desegregation Project.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Art Education, Athletics, Biographies, Career Education, Counseling, Early Childhood Education, Educational Media, Educational Resources, Elementary Secondary Education, Employment Opportunities, Instructional Materials, Language Arts, Mathematics, Parent School Relationship, Parent Student Relationship, Physical Education, Sciences, \*Sex Fairness, Sex Role, Sex Stereotypes, Sociology, Teacher Education, United States History, Vocational Education, \*Womens Education, Womens Studies

Identifiers—Civil Rights Act 1964 Title IV, Title IX Education Amendments 1972

Designed for elementary and secondary teachers and administrators, this annotated bibliography cites over 200 sex equity resources available from the Illinois State Board of Education Media Resource Center. Print and media materials are divided into 20 categories, including athletics, counseling, early childhood education, employment, fine arts, staff development, language arts, science and math, stereotyping, social studies, vocational education, and women's studies. Within each category, items are arranged alphabetically by title. Selections falling into more than one category are included only once but cross-referenced at the end of other appropriate sections. A separate listing of audiovisual materials includes audiocassettes, 16mm films, filmstrips, slide/tape packages, and videos. Also provided is information on borrowing materials from the media center. (LP)

ED 240 022 SO 015 389

Dialogue: A Teaching Guide to Nuclear Issues.  
Educators for Social Responsibility, Cambridge, MA.

Pub Date—Sep 82

Note—264p.; For a related document, see SO 015 390.

Available from—Educators for Social Responsibility, 23 Garden St., Cambridge, MA 02138 (\$12.95).

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC11 Plus Postage.

Descriptors—\*Controversial Issues (Course Content), Critical Thinking, Developmental Stages, Elementary Secondary Education, Instructional Materials, Interdisciplinary Approach, Learning Activities, \*Nuclear Warfare, Parent Teacher Conferences, School Community Relationship, Skill Development, World Problems

Materials in this manual are designed to help educators raise the issue of nuclear war through a "day of dialog" on the subject. There are seven sections. Section 1 contains a project rationale; suggestions for implementation; methods for meeting resistance; tips for schoolwide, parent-teacher, and community discussion; uses of the media; and recommendations for follow-up activities. Section 2 outlines procedures for discussing the nuclear issue in grades K-3. Developmental issues to consider and logical discussion starting points are described and activities involving songs, books, creative writing, and art are provided. Following a discussion of developmental considerations and logical starting points, over 25 activities for grades 4-6 are outlined in section 3. Sections 4-6 treat the following project aspects for the secondary grades: where to begin, critical thinking skills, and classroom activities. Interdisciplinary in nature, activities include readings on Hiroshima, a reading on nuclear physics, a mapping exercise, a civil defense analysis, literature analyses, a debate, and community awareness projects. Section 7 contains an extensive listing of resources, including curriculum materials, audiovisual materials, and organizations. Appendices consist of a nuclear warfare study guide, organizational materials, and "day of dialog" case studies. (LP)

ED 240 023 SO 015 390

Perspectives: A Teaching Guide to Concepts of Peace.

Educators for Social Responsibility, Cambridge, MA.

Pub Date—Sep 83

Note—396p.; For a related document, see SO 015 389.

Available from—Educators for Social Responsibility, 23 Garden St., Cambridge, MA 02138 (\$12.95).

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC16 Plus Postage.

Descriptors—Aggression, Bias, Biographies, Concept Teaching, \*Conflict Resolution, Controversial Issues (Course Content), Cooperation, Definitions, Elementary Secondary Education, Ethnocentrism, Futures (of Society), Instructional Materials, Learning Activities, \*Peace, Political Attitudes, Political Influences, \*Political Issues, Social Environment, \*Social Integration, Stereotypes, Violence, \*World Affairs

The purpose of this activity sourcebook is to help teachers of K-12 classes guide their students in examining the concept of peace and the means and structures by which it is preserved. Designed to complement a program on nuclear issues, over 100 activities in this volume examine peace within the context of personal, social, and international experience and consider obstacles to peace such as prejudice, stereotyping, aggression, and ethnocentrism. Material is divided into three sections: (1) An overview contains background readings for teachers, as well as articles on extending the program to include parents and community. (2) The next section contains materials for the K-6 classroom. Divided into subsections, activities focus on defining peace, encouraging cooperative behavior, resolving conflict, and studying famous and fictional peacemakers. (3) Materials for grades 7-12 are provided in the final section. Activities include the examination of differing perspectives of peace; peace at the community, national, and international levels; the attraction of violence; obstacles to peace; images of the enemy; methods of conflict resolution; notable peacemakers and social activists; and options for the future. Bibliographies and a resource guide conclude the volume. (LP)

ED 240 024 SO 015 392

White, Clinton O.  
Schools, Religion and Language among German Catholics of St. Peter's Colony, Saskatchewan 1903-1918.



Pub Date—16 Oct 83

Note—31p; Paper presented at the Conference on the History of Education (Vancouver, British Columbia, Canada, October 14-16, 1983).

Pub Type—Speeches/Meeting Papers (150) — Historical Materials (060) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bilingual Education, \*Catholic, Catholic Schools, Comparative Education, Curriculum, \*Educational History, Elementary Secondary Education, Foreign Countries, German, Public Education, Religious Education, Teacher Characteristics

Identifiers—\*Saskatchewan

Flaws in the literature regarding the use of schools by German Roman Catholics in Western Canada as vehicles to perpetuate the German language and Catholic religion are pointed out and corrected. The educational system in St. Peter's colony was not uniform, as portrayed by many scholars, but pluralistic. Three types of schools were in use—two separate, a large number private, but the vast majority public. While some children attended Catholic private schools, most attended the public or separate institutions. The teachers in the schools differed. In private schools, teachers were mainly German-Americans; in public schools they were usually Canadians who had originated in the British Isles. The curriculum in the primary schools varied. Practically all children received religious instruction, but there were wide variations. A minority obtained a substantial amount, the majority anywhere from none to half an hour a day. Finally, bilingual education was not very common. While children in private schools received at least half of their lessons in German, most public school teachers were not fluent in that language. (RM)

ED 240 025

SO 015 394

Kavich, Lawrence L.

1983 Pedagogy in the People's Republic of China: A Comparative Model.

Pub Date—Nov 83

Note—25p; Paper presented at the American Educational Studies Association Convention (Milwaukee, WI, November 3-6, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, Developing Nations, Educational Facilities, \*Educational Objectives, \*Educational Planning, \*Educational Policy

Identifiers—\*China

While its educational policy is still in a period of transition, China in 1983 is more politically moderate, with a longer projected educational program for the masses than at any time since 1949. It is providing more experimental and relevant curricula from preschool through the senior middle school, with increased facilities and financing. While trying to regain the balance between quality and equalitarianism of pre-Cultural Revolution days, the system is also attempting to meet the government's goal of "the Four Modernizations" by preparing youth morally, intellectually, and physically for the 21st century. The current educational stress on length of schooling, key schools for the gifted, examinations, and academic curricula is closely related to the country's potential as a world economic and political superpower. (LP)

ED 240 026

SO 015 397

Yost, Thomas E.

A Survey to Identify University Student Attitudes toward the Role of Government in Controlling Human Population Growth.

Pub Date—83

Note—74p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Birth Rate, Economic Factors, \*Federal Programs, \*Federal Regulation, \*Government Role, \*Overpopulation, \*Population Growth, Postsecondary Education, Public Policy, Social Problems, Social Science Research, \*Student Attitudes

Identifiers—\*Population Control

The purpose of this study was to obtain, measure, and evaluate the attitudes of postsecondary students on domestic population issues in order to determine the extent of support for a national government-controlled population stabilization program. A total of 125 students enrolled in either the American government or general sociology course at the

University of Central Florida completed a 24-item attitude questionnaire in which they were asked to indicate extent of agreement on statements concerned with rate of population growth, overpopulation, threat to resources, justifiable roles of the U.S. Government, and potential strategies for obtaining controlled population growth. Findings indicated that there is a perceived population problem and that private and voluntary means to achieve population stability are preferred over government intervention and the use of economic incentives or deterrents. (Author/LP)

ED 240 027

SO 015 399

Elementary Social Studies Program.

Bay Shore School District, NY. Office of Instructional Services.

Pub Date—Sep 83

Note—91p; Goals and objectives charts may not reproduce well.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Citizenship Education, Concept Teaching, Course Content, \*Curriculum Development, \*Educational Objectives, Educational Philosophy, Elementary Education, Empathy, Environmental Education, Instructional Materials, Interpersonal Relationship, Problem Solving, Self Concept, Skill Development, Social Change, \*Social Studies, Teacher Developed Materials

The teacher-developed, elementary social studies program outlined here is a sequential curriculum that emphasizes educational objectives. It is intended to help students develop skills necessary for maintaining meaningful interpersonal relationships, recognize and cope with the problems of a rapidly changing world, and experience opportunities for learning which are beyond the basics. The bulk of the guide outlines the social, political, economic, geographic, and historic goals and accompanying educational objectives for each grade level. Major concepts taught at each grade level are change, citizenship, empathy, environment, identity, interdependence, nation-state, scarcity, and technology. Also discussed in the guide are the program's educational philosophy and the place of social studies in the elementary school program. Overviews of the program's content, concepts, and skills are provided. Bloom's Taxonomy of cognitive domain is presented, and the type of instructional materials which are used in the program are described. (RM)

ED 240 028

SO 015 401

Rampy, Leah Moran

We Teach the Children: Computer Literacy as a Feminist Issue.

Pub Date—Jan 84

Note—11p; Revision of a paper presented at the National Women's Studies Conference (Columbus, OH, June 26-30, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Computer Literacy, \*Computer Science Education, Differences, \*Educational Opportunities, Elementary Secondary Education, \*Equal Education, Equal Facilities, Feminism, Regional Characteristics, \*Sex Bias, Sex Discrimination, Sex Fairness, Social Discrimination, \*Socioeconomic Influences, Womens Education

Preliminary research on the distribution and use of computers in public schools indicates the existence of socioeconomic, regional, and sex inequalities. Inequity is found in the ownership of computers by non-Southern schools and by schools serving students from middle and high socioeconomic levels. Within schools owning computers, inequity is found in the allocation of work time at the machines and the lack of programming classes for all students. Because computers seem destined to play a critical role in the economic structure of the future, educators and parents must begin work immediately to plan ways to insure equal computer education for all students. (LP)

ED 240 029

SO 015 402

Adjusted Program (Academic) Guide. Introduction: Social Studies. Curriculum Development Teaching Guide #63.

Nova Scotia Dept. of Education, Halifax.

Pub Date—80

Note—49p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Ability Identification, Area Studies,

Citizenship Education, Community Study, Consumer Education, Course Content, Cross Cultural Studies, Current Events, \*Curriculum Development, Educational Objectives, Learning Activities, Learning Problems, Mass Media, Physical Geography, Program Development, Program Implementation, Resource Materials, Secondary Education, \*Slow Learners, \*Social Studies, Teacher Characteristics, Teaching Methods, Units of Study

Identifiers—\*Canadian Studies

This guide is intended to help social studies educators in Nova Scotia develop a junior-senior high school program for students who have had a history of learning difficulties and whose acquisition of skills has been slower than average. The first part of the guide contains a definition of the student for whom the program is intended, guidelines for identifying program candidates, program objectives, basic approach and strategies, administrative considerations, and teacher considerations. The second and major portion of the guide outlines the content of the adjusted program. There are five basic units, dealing with physical geography, community study, Atlantic Canada, living in Canada, and living in North America, and seven supplementary units, dealing with world cultures, Canada in the 20th century, current events, consumer education, citizenship and government, mass media, and outstanding people who have contributed to Canadian life. Information provided for each unit includes educational objectives, a brief description of content, teaching ideas/student activities, and a listing of resources. (RM)

ED 240 030

SO 015 403

Gruntfest, Eve C.

Research Methods in Environmental Studies: A County Planning Application in Colorado.

Pub Date—Oct 83

Note—13p; Paper presented at the National Council for Geographic Education Conference (Ocho Rios, Jamaica, October 23-28, 1983).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Advisory Committees, Experiential Learning, \*Geography Instruction, Higher Education, Learning Activities, \*Methods Courses, \*Planning Commissions, Policy Formation, Population Education, Program Descriptions, \*Regional Planning, \*Research Methodology, \*Rural Environment, Social Science Research

Identifiers—Colorado (Park County), Environmental Problems, Environmental Quality

To obtain practical experience, a research methods class at the University of Colorado (Colorado Springs) undertook a special project to help a nearby county (Park County), assess its planning needs. The county was chosen for its characteristics as a rapidly growing rural area faced with the problems created by mounting population pressure on limited services and resources. The class activity focused on the following specific research questions, each geared to a particular town within the county: methods for easing the conflict between recreational land use and mineral rights, strategies for maintaining a particular quality of life under mounting growth pressures, and remedies for limited water and road services. In groups, the class researched these problems. Reports which included an overview of the study area, surveys of geographic, legal, and environmental factors, descriptions of study methods, and recommendations for planning were presented to the county commissioners. The project was evaluated as highly successful in developing practical field skills and experience. Several recommendations for future projects include the need for written agreements and a greater exchange of information among involved parties. (LP)

ED 240 031

SO 015 404

Peck, Robert S., Ed. White, Charles J., Ed.

Understanding the Law: A Handbook on Educating the Public.

American Bar Association, Chicago, IL. Commission on Public Understanding about the Law. Report No.—ISBN-0-89707-111-5

Pub Date—83

Note—224p; Photographs and small print or dark paper graphics may not reproduce well.

Available from—American Bar Association, Order Fulfillment, 1155 East 60th St., Chicago, IL 60637 (\$10.95).

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141) — Books (010)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—Adult Education, \*Community Education, Courts, Judges, Justice, Laws, Lawyers, Legal Aid, \*Legal Education, Mass Media, \*Models, Professional Personnel, Program Descriptions, Public Opinion, School Community Programs, Writing Skills

**Identifiers**—American Bar Association, Canada

Described are various models and methods that have helped communities around the United States and Canada give the public a better understanding of legal and judicial systems. An introductory section discusses the role of the legal profession in improving public understanding of the law, how to put together a team to teach about the judicial system, how to find out what the public wants to know about the law, the need for lawyers to write better in order to reach and teach the public, the Canadian approach to public legal education, and how the American Bar Association (ABA) can help with public understanding about the law. The bulk of the publication contains descriptions of model programs. These include favorite programs of the ABA, programs sponsored by judges and the courts, media-related efforts, community education through legal services, school-based programs, and getting the law to the professional community. (RM)

**ED 240 032** **SO 015 405**  
**Speckhard, Roy A. DeLong, Dennis R.**

**Undergraduate Political Science Instruction within Non-Traditional Educational Settings.**  
 Pub Date—Sep 83

Note—23p; Paper presented at the Annual Meeting of the American Political Science Association (54th, Chicago, IL, September 1-4, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150) — Reports - Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—Adult Learning, Curriculum Development, \*Educational Innovation, \*Educational Trends, Experiential Learning, Higher Education, Lifelong Learning, \*Nontraditional Education, \*Political Science, Student Needs  
**Identifiers**—State University of New York Empire State College

Political science education is currently experiencing a variety of pressures in the form of increasing demands for expanded and more effective educational opportunities in applied professional studies, basic civics instruction, flexible learning programs, and programs for an increasingly adult undergraduate population. An effective response to these new conditions is illustrated in the "open system" approach used by Empire State College (New York), a nontraditional college consisting of 35 learning centers located around the state. Focusing on the student rather than the institution as the primary actor in education, this college emphasizes a combination of traditional and nontraditional settings, interdisciplinary studies, life-long and experiential learning, and individualized instruction. One case study of an individualized program in policy analysis illustrates Empire State College's open system. An employed adult student needing 40 credits to complete a Bachelor's degree was able to fulfill his requirements through a combination of work experience, traditional research and reading courses, and interview projects. It is clear that the move toward nontraditional teaching forms will affect every aspect of political science education, necessitating new structural forms, new curriculum strategies, and a new kind of teaching strategy. (LP)

**ED 240 033** **SO 015 406**  
**Adler, Susan Goodman, Jesse**

**What Is Social Studies? Student Teacher Perspectives.**  
 Pub Date—83

Note—33p; CUFA Presentation to the National Council for the Social Studies (San Francisco, CA, November, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors**—Definitions, Educational Needs, Educational Objectives, \*Educational Practices, Educational Research, Elementary Education, Middle Schools, \*Social Studies, \*Student Teachers, \*Teacher Attitudes

The purpose of this study was to gain insight into the way students' beliefs and actions toward social studies interacted and the impact of this interaction upon their social studies student teaching in elemen-

tary and middle schools. Two separate and distinctive samples were used. Sample A consisted of 12 randomly chosen students from the teacher education program at a large southeastern state university. Sample B were four students selected on the basis of specific criteria from the teacher education program at a large midwestern state university. The two main methods of data collection were observations and interviews. Six major perspectives were expressed through the students' beliefs and actions. These were: social studies as a non-subject; as a means of teaching human relations or citizenship; as "school knowledge; as the "great connection," or core of the curriculum; and as a stimulus to social action. These findings showed that the official conceptions of social studies have little to do with students' beliefs and actions in the classroom. While it is important to have clear conceptions of and goals for social studies education, it is also necessary to focus on how these goals and ideals can be manifested. (RM)

**ED 240 034** **SO 015 408**  
**O'Connor, David E. Soderlind, Arthur E.**

**The Swedes: In Their Homeland, In America, In Connecticut. The Peoples of Connecticut Multicultural Ethnic Heritage Series, Number Seven.**  
 Connecticut Univ., Storrs. Thut (I.N.) World Education Center.

Spons Agency—Aetna Life and Casualty, Hartford, Conn.

Report No.—ISBN-0-918158-24

Pub Date—83

Note—243p; For a related document, see ED 160 484. Photographs and maps may not reproduce clearly.

Available from—I. N. Thut World Education Center, Box U-32, The University of Connecticut, Storrs, CT 06268 (\$4.00, plus \$0.80 postage).

Pub Type—Books (010) — Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—Area Studies, Cross Cultural Studies, \*Cultural Background, Cultural Education, Cultural Pluralism, Curriculum Guides, Educational Objectives, \*Ethnic Studies, Immigrants, Instructional Materials, Learning Activities, Migration, \*Multicultural Education, Resource Materials, Secondary Education, State History  
**Identifiers**—Connecticut, \*Sweden, \*Swedish Americans

Part of a series intended to improve cross-cultural awareness and appreciation, this volume about Swedish Americans contains readings for secondary students and instructions to help teachers use the materials in multicultural education courses. The first four chapters, which form the bulk of the book, provide the student readings. Chapter 1 presents a history of Sweden. The focus of the readings in the second chapter is the "Swedish Migration to America." Chapter 3 deals with "Swedes in Connecticut," and examines why Swedish immigrants come to Connecticut, their economic contributions, home and family life, education, cultural life, religion and politics, and Swedish American societies and organizations. A Connecticut Swedish-American time line is included. "Sweden Today" is the topic of chapter 4, in which students read about the people, education, cultural policy, recreation, religion, traditions, celebrations, government, economy, and foreign policy of contemporary Sweden. Swedish proverbs, rhymes, and riddles are also included. The concluding chapter, intended for the teacher, contains instructional objectives for each of the preceding chapters, suggested learning activities, instructional resources, and a selected bibliography. (RM)

**ED 240 035** **SO 015 409**  
**Parker, Barbara Weiss, Stefanie**

**Protecting the Freedom to Learn: A Citizen's Guide.**

People for the American Way, Washington, DC.

Pub Date—Sep 83

Note—122p; Photographs and charts using small type and dark paper may not reproduce clearly. Available from—People for the American Way, 1424 16th St., N.W., Washington, DC 20036 (\$9.50).

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—Case Studies, \*Censorship, \*Citizen Participation, Citizenship Responsibility, Community Involvement, Elementary Secondary Ed-

ucation, Library Material Selection, Media Selection, Models, Organizations (Groups), \*Public Education, Reading Material Selection, School Community Relationship, School Policy, Textbook Selection

Citizens interested in preventing censorship in the public schools will find the readings, tips, and resources in this guide helpful. The text is divided into two sections. The first section, "An Overview of Censorship," provides an introduction to the organizations behind the growing censorship and anti-public education movement. The rise in censorship is documented and an explanation of why it is happening is provided. Also included are examples of how censorship incidents often unfold, a description of the censors' strategies and tactics, and a sampling of their most recent victories. Copies of flyers and brochures circulated by national censorship organizations and more detailed information on each group's anti-public education agenda are included in the appendices. The second section, "Organizing to Prevent Censorship," describes successful anti-censorship campaigns and pro-public education organizations. It explains how selection and reconsideration policies can help to ensure orderly and democratic decisions about challenged materials. This section also includes practical advice on how to mobilize support for the freedom to learn. Included in the appendices are model policies and a list of resources for fighting censorship. (RM)

**ED 240 036** **SO 015 410**  
**Dale, Lawrence R.**

**Gaming and Simulations in Economics.**

Pub Date—Oct 83

Note—38p; Paper presented at the Joint Council on Economic Education Conference (San Antonio, TX, October, 1983).

Available from—Southeast Missouri State University Center for Economic Education, Dept. of Economics, Cape Girardeau, MO 63701 (\$6.00).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors**—Economics Education, \*Educational Games, Learning Activities, Learning Strategies, Postsecondary Education, Poverty, Role Playing, Secondary Education, \*Simulation, World Problems

Economics teachers at the secondary and post-secondary level are provided with an overview and general recommendations for effective use of games and simulations. Material is divided into two sections. In section 1, a description of card games, board games, activities, and puzzles is followed by a discussion of the advantages of each of these types of games and the suggested procedure for using games in the classroom. Teachers are also provided with directions for designing their own board games, and a sample game which familiarizes intermediate grade and junior high school students with various types of taxes. Section 2 contains an evaluation of role-playing and simulation activities as well as materials for conducting a world poverty simulation in high school or university classrooms. (LP)

**ED 240 037** **SO 015 414**  
**Sinclair, Robert L., Ed.**

**For Every School a Community: Expanding Environments for Learning.**

Institute for Responsive Education, Boston, Mass.

Report No.—ISBN-0-917754-20-4

Pub Date—Jun 83

Note—95p.

Available from—Publications Dept., Institute for Responsive Education, 605 Commonwealth Ave., Boston, MA 02215 (\$6.00).

Pub Type—Opinion Papers (120) — Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC04 Plus Postage.**

**Descriptors**—Birth Rate, \*Community Coordination, \*Community Education, Community Resources, Community Responsibility, Community Role, Cooperative Planning, Demography, Divorce, Educational Change, Educational History, Educational Needs, Educational Planning, Elementary Secondary Education, Employed Women, Mass Media, Mobility, Parent Responsibility, Parent Role, Remarriage, \*School Community Relationship, School Responsibility, School Role, United States History

Presented are ideas for promoting learning both within and beyond the walls of the schools. The first essay, "The Meaning of Community Education: An Historical Perspective" by Ralph W. Tyler, examines community education in primitive societies,

in the colonial period, and in 19th and 20th century America. The challenge of the present is also discussed. The second essay, "Expanding Environments for Learning: The Making and Breaking of Learning Boundaries" by Robert L. Sinclair and Ward J. Ghory, discusses schools as a necessary part of a large network of learning environments that are important for effective education. The family, media, and the workplace must also share responsibility for education. The third essay is "Developing Parent Commitment to Public Education: New Directions for the 1980's," by Sharon Lynn Kagan and Carol Schraft. Historical perspectives and demographic trends, including fertility, mobility, divorce, remarriage, and working women, are examined. The fourth essay, "From School System to Educative System: Linking the School with Community Environments" by Mario D. Fantini, discusses parental, school, and community responsibilities for educational environments. The book concludes with the essay "Planning to Make Collaboration a Reality," by Don Davies. Bibliographies of related documents are included. (RM)

ED 240 038 SO 015 415

*Hermonczyk, Henry J.*  
Preservice Economic Education: The Environment for Preservice Teacher Education.

Pub Date—Oct 83

Note—8p; Paper prepared for the Joint Council on Economic Education-National Association of Economic Educators Annual Meeting (San Antonio, TX, October 6-8, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Competence, Competency Based Teacher Education, Curriculum Development, \*Economics Education, \*Educational Improvement, Educational Policy, \*Educational Quality, Educational Research, Elementary Secondary Education, \*Preservice Teacher Education

Identifiers—Joint Council on Economic Education  
In the many national studies and reports on improving the quality of formal education in the United States that have been published recently, the importance of quality teaching is emphasized repeatedly. Questions concerning the realization of this goal focus on recruitment, preparation, retention, and reward strategies. However, there is little mention of the importance of preparation in economics, which should be a fundamental component of teacher training. It is critically important that the Joint Council on Economic Education issue a new policy statement defining the role of economics in teacher preparation. Such a policy should state the following: (1) prospective teachers need to complete required formal study in basic economics; (2) economic concepts and knowledge should be made an integral part of general methods courses for elementary school teachers; and (3) a formal course in economics should be required for all secondary level social studies, business, and home economics teachers. In addition, states requiring competency examinations for prospective teachers should include an adequate number of general economic items as well as more complicated questions for social studies, business, and home economics teachers. (LP)

ED 240 039 SO 015 417

*Bosowski, Elaine F.*  
Two Comparative Studies of Student Views of the World.

Pub Date—Oct 82

Note—12p; Paper presented at the Annual Meeting of the Middle States Division of the Association of American Geographers (Upper Montclair, NJ, October, 1982).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Development, Cognitive Structures, Comparative Analysis, Cultural Influences, Current Events, Educational Research, Elementary Secondary Education, \*Global Approach, Higher Education, \*Locational Skills (Social Studies), Map Skills, \*Perception, World Affairs

Two studies examining student images of the world as depicted on sketch maps are compared. The first study collected sketch maps of the world drawn by high school and university students in the United States, Canada, Finland, and Sierra Leone to examine the influence of location on student perceptions. The second study collected maps drawn by students in grades K-12 in a variety of locations

in order to evaluate the age at which students form cognitive maps of the world. While the perspectives of these two studies differed somewhat, many of their findings were similar. The studies indicated that students' images of the world—that is, their knowledge of country names, and their perceptions of country size, shapes, and locations—are influenced by the proximity of places to a student's home, current events, and a variety of cultural factors. (LP)

ED 240 040 SO 015 418

*Cutler, Stephen J.*  
Cohort Changes in Attitudes about Race Relations.

Pub Date—20 Nov 83

Note—20p; Paper presented at the Annual Meeting of the Gerontological Society of America (San Francisco, CA, November 17-22, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Aging (Individuals), \*Attitude Change, \*Older Adults, \*Political Attitudes, \*Racial Discrimination, Racial Integration, Racial Relations, \*Social Attitudes, Social Bias, Social Change, Social Science Research, Traditionalism

Identifiers—Liberalism  
Recent studies suggest that in times of growing liberalism in public opinion, social and political attitudes in all age cohorts become more tolerant. Such studies have challenged the long standing assumptions that social and political attitudes become more conservative as people age. To extend the research on this subject, a study was conducted to determine whether, in this present period of liberal and tolerant racial attitudes, the perspectives on race relations held by older adults have also become more liberal. Data were taken from seven surveys of noninstitutionalized older adults in the continental United States conducted by the National Opinion Research Center at the University of Chicago between 1963 and 1982. Five questions administered to all white respondents measured attitudes towards school and neighborhood desegregation, interracial marriage, and interracial socializing. Results further undermine the aging-attitudinal rigidity hypothesis. Liberal shifts equal to those found among younger cohorts existed in all elderly cohorts surveyed. Research documenting attitude change among older persons should begin to counter stereotypes of the elderly as dogmatic, rigid people. (LP)

ED 240 041 SO 015 419

*Stratton, Valerie N. Zalanowski, Annette H.*  
Music, Hemisphere Preference and Imagery.

Pub Date—Apr 83

Note—11p; Paper presented at the Eastern Psychological Association Meeting (54th, Philadelphia, PA, April 6-9, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavioral Science Research, \*Cerebral Dominance, Higher Education, \*Imagery, \*Music, \*Neurological Organization, Neurology, Stimulation

Two experiments were conducted to determine a possible relationship between the right hemisphere, music perception, and mental imagery. The first experiment compared two groups of college students, one of which showed a preference for left hemisphere thinking ( $n=22$ ) and the other a preference for right hemisphere thinking ( $n=20$ ), in order to test the hypothesis that right hemisphere subjects would have more vivid imagery and that music would facilitate imagery in both groups. A total of 19 students filled out the questionnaire on imagery in silence while the remaining 23 did so while listening to classical music. Results indicated that while right hemisphere subjects consistently recorded more vivid images under silent conditions, there was no appreciable difference in image formation recorded while listening to music. This suggests that music may inhibit image formation among right hemisphere individuals while facilitating imagery in left hemisphere individuals. In a follow-up experiment to test the relationship between image formation and interference, two groups of students listened to electronic music for 15 minutes and then recorded their reactions. Right hemisphere subjects recorded three times as many images as left hemisphere subjects, thus supporting the idea that playing music while requiring right hemisphere subjects to form special images creates interference between music-elicited images and the suggested images. (LP)

ED 240 042 SO 015 420

*The Japanese American Internment, 1942-45: A Lesson from Recent History, Multicultural Education Resource Series.*

Washington Office of the State Superintendent of Public Instruction, Olympia. Office for Equity Education.

Pub Date—Oct 83

Note—51p; Prepared by the Japanese American Internment Instructional Unit Committee and the National Pacific/Asian Resource Center on Aging. Unit materials provided by the University of Washington's Asian American Studies Program. Photographs and some small type material may not reproduce clearly.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Controversial Issues (Course Content), Instructional Materials, Japanese American Culture, \*Japanese Americans, Learning Activities, \*Legal Education, Secondary Education, \*Social Discrimination, Social Studies, \*United States History, Units of Study

Identifiers—Internment Camps, \*World War II  
Designed for secondary school students, this 3-5 day unit focuses on the legal context of the Japanese-American internment during World War II and can be incorporated into a history unit or used as a case study of the American legal system or American race relations. Four lesson plans are provided. In lesson 1, the historical events of the internment, students discuss headlines and evacuation instructions. In lesson 2, students read a case study of a U.S. Supreme Court case concerned with the internment, and explore the balance between government war powers and individual civil rights. In lesson 3, life in the internment camps is described in first-hand accounts. A final lesson analyzes government accountability for the internment. A list of supplementary resources concludes the unit. (LP)

ED 240 043 SO 015 421

*Newmann, Fred M. Rutter, Robert A.*  
The Effects of High School Community Service Programs on Students' Social Development. Final Report.

Wisconsin Center for Education Research, Madison.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Dec 83

Grant—NIE-G-81-0009

Note—107p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Community Involvement, \*Community Programs, \*Community Services, Educational Research, High Schools, Political Attitudes, \*School Community Relationship, Social Attitudes, \*Social Development, Social Science Research, Student Attitudes, \*Student Development, \*Volunteers

In recent years, commentators on socialization and adolescent development have suggested that secondary schools encourage students' participation in voluntary community service. This study, conducted in 1982-83 on students in volunteer programs and in comparison groups at eight high schools, tested whether such programs positively effect the social development of student volunteers. Through open-ended interviews, pre- and posttests, and a questionnaire, researchers compared volunteer and non-volunteer groups for: (1) students' sense of responsibility and concern for the welfare of others, (2) students' sense of competence in working on collective tasks and in dealing with adults, and (3) students' anticipated participation in adult groups and politics. Also analyzed were social development in problem-solving skills and students' perceived opportunities to take responsibility and make decisions. Findings indicate that while community service modestly increases students' sense of social responsibility and sense of personal competence, it fails to bring special benefits in sense of school responsibility, political efficacy, future affiliation, and future political participation. The conclusion is that developmental opportunities offered in regular school classes may presently have more impact on social development than specific opportunities within community programs. (LP)

ED 240 044 SO 015 422

*French, Dan And Others.*  
Crossroads: Quality of Life in a Nuclear World. A High School English Curriculum.



Jobs with Peace, Boston, MA.

Pub Date—83

Note—92p. For related documents, see SO 015 423-424. Several photographs and resources with small type may not reproduce clearly.

Available from—Jobs with Peace, 77 Summer St., Room 1111, Boston, MA 02110 (\$4.00 per unit, \$10.00 per set of three units in English, science, and social studies).

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Budgets, Civil Defense, Conflict Resolution, Controversial Issues (Course Content), Disarmament, Economic Factors, English Instruction, Foreign Countries, Foreign Policy, High Schools, Instructional Materials, International Relations, Learning Activities, National Defense, Nuclear Warfare, Peace, Problem Solving, Quality of Life, Role Playing, Skill Development, Taxes, Units of Study, War, World Problems

Identifiers—Japan (Hiroshima)

One of a set of high school curricula on nuclear issues, this 10-day unit for English classes informs students of the issues surrounding the nuclear arms race and military spending. Each lesson includes readings, worksheets, and a daily homework assignment and focuses on one of the following activities: discussion, brainstorming, role playing, or problem solving. Topics covered in the 10 lessons are conflict and resolution, countries at war, nuclear powers, Hiroshima and its survivors, limited nuclear war, civil defense preparation, perceptions of national security, tax allocation, and quality of life. A culminating activity explores options open to society for avoiding nuclear war. A bibliography and lists of informational, curricular, and audiovisual materials conclude the packet. (LP)

ED 240 045

SO 015 423

French, Dan Phillips, Connie

Crossroads: Quality of Life in a Nuclear World. A High School Science Curriculum.

Jobs with Peace, Boston, MA.

Pub Date—83

Note—94p. For related documents, see SO 015 422-424. Several photographs and resources with small type may not reproduce clearly.

Available from—Jobs with Peace, 77 Summer St., Room 1111, Boston, MA 02110 (\$4.00 per unit, \$10.00 per set of three units in English, science, and social studies).

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Biology, Budgets, Civil Defense, Conflict Resolution, Controversial Issues (Course Content), Disarmament, Ecology, Economic Factors, Environment, Foreign Countries, Foreign Policy, High Schools, Instructional Materials, International Relations, Learning Activities, National Defense, Nuclear Warfare, Peace, Problem Solving, Quality of Life, Radiation Effects, Role Playing, Science Education, Skill Development, Taxes, Units of Study, War, World Problems

Identifiers—Japan (Hiroshima)

One of a set of high school curricula on nuclear issues, this 10-day science unit helps students understand the interrelationship between the economy, the arms race, military spending, and the threat of nuclear war. Through activities such as role playing, discussion, brainstorming, and problem solving, students develop their ability to evaluate issues and information in order to make educated decisions. Topics covered in the 10 lessons are: the background of nuclear weapons; individual and current world conflicts; weapons; the biological and ecological effects of a nuclear explosion; Hiroshima; radiation; civil defense; nuclear proliferation; perceptions of national security, resources, and a healthy economy; and military spending. In a culminating activity, students are encouraged to express their feelings and explore ways they can affect society. Each lesson includes a plan sheet, readings, student activities, and a homework assignment. Additional materials include an evaluation form; bibliography; and lists of informational, instructional, and audiovisual materials. (LP)

ED 240 046

SO 015 424

French, Dan And Others

Crossroads: Quality of Life in a Nuclear World. A High School Social Studies Curriculum.

Jobs with Peace, Boston, MA.

Pub Date—83

Note—87p. For related documents, see SO 015 422-423. Several photographs and resources with small type may not reproduce clearly.

Available from—Jobs with Peace, 77 Summer St., Room 1111, Boston, MA 02110 (\$4.00 per unit, \$10.00 per set of three units in English, science, and social studies).

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Budgets, Civil Defense, Conflict Resolution, Controversial Issues (Course Content), Disarmament, Economic Factors, Foreign Countries, Foreign Policy, High Schools, Instructional Materials, International Relations, Learning Activities, National Defense, Nuclear Warfare, Peace, Problem Solving, Quality of Life, Role Playing, Skill Development, Social Studies, Taxes, Units of Study, War, World Problems

Identifiers—Japan (Hiroshima)

One of a set of high school curricula on nuclear issues, this 10-day social studies unit helps students understand the interrelationship of economics, the arms race, military spending, and the threat of nuclear war. Activities such as role plays, discussion, brainstorming, and problem solving develop students' abilities to evaluate issues and information in order to make educated decisions. Topics covered in the 10 lessons are conflict and resolution, war and negotiation, countries currently at war, effects of a nuclear explosion, Hiroshima, perceptions of the Soviet Union, national security, tax allocation, military spending and the economy, and the quality of life. In a culminating activity, students are encouraged to express their feelings and explore ways they can affect society. Each lesson includes a plan sheet, readings, student activities, worksheets, and a homework assignment. Additional materials include an evaluation form; a bibliography; and lists of informational, instructional, and audiovisual materials. (LP)

ED 240 047

SO 015 426

Schachter, Hindy Lauer

Political Science and Policy Analysis: Contributions of the Discipline to Training Producers.

Pub Date—Sep 83

Note—16p. Paper presented at the Annual Meeting of the American Political Science Association (Chicago, IL, September 1-4, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Evaluation Methods, Higher Education, Interdisciplinary Approach, Needs Assessment, Policy Formation, Political Science, Professional Training, Public Administration, Public Policy

Identifiers—Policy Analysis, Policymakers

Current policy analysis has proved less useful in improving public policy formation than policy scientists once argued it would. At least part of the reason for this lies in the fact that policy analysis has concentrated too narrowly on economic paradigms in teaching and practice, minimizing the evaluation of consequences outside that field. To be truly effective, policy analysis should have a multidisciplinary focus, combining insights from many social and natural sciences. Greater political science input at the level of teaching and practice can lead to a more holistic, and ultimately more useful, analytical science. Such an enterprise would be concerned with a greater range of problems and solutions and assessment criteria and would be more sensitive to the needs of elected officials and interest groups involved in the policy process. (LP)

ED 240 048

SO 015 437

Essential Performance Objectives for Social Studies.

Michigan State Board of Education, Lansing.

Pub Date—Jan 82

Note—65p. For related documents, see SO 015 337-339.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Behavioral Objectives, Educational Objectives, Elementary Secondary Education, Skill Development, Social Studies, State Agencies, State Curriculum Guides, State School District Relationship

The social studies objectives presented here are intended to serve as a guide for local Michigan school districts as they review and revise their individual social studies programs. Materials are di-

vided into four sections: (1) Common goals of Michigan education are presented, emphasizing the need for citizenship education in the general curriculum. (2) The rationale underlying the stated objectives is explained. (3) The objectives, which are listed under the grade level headings K-3, 4-6, and 7-9, and subdivided according to attitude, knowledge, or skill reference. (4) An outline of Michigan social studies scope and sequence for grades K-12 is followed by a more detailed description of the course offering at each grade level. Appendices contain the state education code, board of education recommendations, selected references, a model social studies program, and acknowledgements. (LP)

## SP

ED 240 049

SP 022 543

Hackett, Erla

Safety with Wasps and Bees.

Pub Date—[82]

Note—5p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Activities, Elementary Education, Entomology, Guidelines, Learning Activities, Observational Learning, Outdoor Activities, Safety

Identifiers—Bees, PF Project, Wasps

This guide is designed to provide elementary school teachers with safe learning activities concerning bees and wasps. The following topics are included: (1) the importance of a positive teacher attitude towards bees and wasps; (2) special problems posed by paper wasps; (3) what to do when a child is bothered by a wasp; (4) what to do if a wasp lands on a child; (5) how to remove an uninvited bee or wasp from the classroom; (6) first aid for stings; (7) ways to discourage unwanted contact with bees; and (8) activities for observing bees and wasps. (JW)

ED 240 050

SP 022 550

Womack, Sid T.

Suggestions from Student Teachers.

Pub Date—May 83

Note—4p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cooperating Teachers, Preservice Teacher Education, Student Teachers, Student Teaching, Surveys, Teacher Attitudes, Teacher Guidance, Teacher Improvement, Teacher Morale, Teacher Welfare

Identifiers—PF Project

Teachers and administrators can help simplify the adjustment of student teachers to the classroom by being aware of student teacher concerns and problem areas. Asked to voice concerns and suggestions for future students, two groups of students at a Texas university and an Oklahoma university cited discipline, stress and fatigue, and relations with peers and supervisors as their three biggest problem areas. Other areas of lesser concern were lesson planning, professional growth, teaching methods, time management, local policies, and personal advice. A total of 27 specific suggestions offered by the surveyed groups is provided. (LP)

ED 240 051

SP 022 557

Collinwood, Gerry E., Comp. Hazen, Frances, Comp.

Ideas for Learning Centers. Third and Fourth Grade.

Kings County Superintendent of Schools, Hansford, CA. Curriculum Services Dept.

Pub Date—77

Note—59p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Check Lists, Class Activities, Class Organization, Classroom Environment, Elementary Education, Instructional Materials, Learning Activities, Learning Centers (Classroom), Low Achievement, Reading Instruction, Remedial Reading, School Libraries, Spelling Instruction, Teaching Methods

Identifiers—PF Project, Sample Forms

Designed for elementary school teachers, the document presents a compilation of sample dittos, models, checklists, and creative ideas for implementing learning centers in the elementary school classroom. Separate sections provide the following: (1) a description of the purpose and types of learning cen-

ters, (2) a beginning classroom management system, (3) a classroom organization format, (4) suggestions for an optimal reading program for "non-achievers" and "underachievers," (5) a model of a 5-day program for low-achievers in reading, (6) two teacher checklists for teaching reading and language arts, (7) suggestions for teaching the below-level reader, (8) directions for creating a skills box, and (9) ideas and activities for implementing a paired reading station and a spelling center. The majority of the document presents 20 student activity worksheets to be used in a library learning center. The final section presents additional suggestions for reading and math games, activities, worksheets, and student record-keeping. (LH)

ED 240 052 SP 022 560

[Classroom Ideas for Elementary Substitute Teachers. Compiled from Nine Issues of "Instructor," "Teacher," "Learning," and "Grade Teacher" Magazines.]

San Mateo County Office of Education, Redwood City, CA. SMERC Information Center.

Pub Date—[83]

Note—27p.

Pub Type—Journal Articles (080) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Classroom Techniques, Discipline, Elementary Education, Guidelines, Learning Activities, \*Planning, \*Substitute Teachers, \*Teacher Effectiveness, Teaching Methods

Identifiers—PF Project

Advice for making substitute teaching a more effective and rewarding experience for everyone involved is offered in this compilation of 10 articles taken from issues of "Grade Teacher" (Oct. 1969), "Instructor" (Dec. 1959, Oct. 1970, Mar. 1972, Mar. 1977, Nov. 1979, Aug. 1983), "Learning" (Jan. 1974), and "Teacher" (Oct. 1976) magazines. Class management tips and "tricks of the trade" for substitute teachers are the focus of four articles. Six articles are directed to the regular teacher and detail ways in which the regular teacher can plan for a substitute by preparing helpful information in advance. (JH)

ED 240 053 SP 022 561

[Back to School Activities for the Elementary Teacher. Compiled from Six Issues of "Instructor," "Learning," and "Teacher" Magazines.]

San Mateo County Office of Education, Redwood City, CA. SMERC Information Center.

Pub Date—[83]

Note—20p.

Pub Type—Journal Articles (080) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Check Lists, \*Class Organization, \*Classroom Techniques, Elementary Education, Games, Learning Activities, \*Planning, Teaching Methods

Identifiers—\*First Week of School, PF Project

Advice, activities, and techniques for getting the first days and weeks of school off to a smooth start are offered in this compilation of six articles taken from issues of "Instructor" (Aug.-Sep. 1976, Aug. 1980, Aug. 1982, Aug. 1983), "Learning" (Sept. 1982), and "Teacher" (Sept. 1979), magazines. Suggestions for class management and organization are given as well as ideas for fun activities to welcome the students and help them get acquainted. Several articles contain back-to-school or first-day-of-school checklists. One article is devoted to ideas for celebrating special events or special days in the month of September. (JH)

ED 240 054 SP 022 582

Dillon, Leonard F.

A Performance Curriculum and Learning Outcomes.

Pub Date—[83]

Note—5p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Behavioral Objectives, \*Classroom Communication, Communication (Thought Transfer), \*Competency Based Education, Continuous Progress Plan, \*Diagnostic Teaching, Elementary Secondary Education, Guidelines, Individualized Instruction, Opinion Papers, \*Performance Contracts, \*Student Teacher Relationship, Teacher Responsibility

Identifiers—PF Project

A performance curriculum communicates with students, teachers, administrators, counselors, and

taxpayers. Its heart is a series of statements which explain in observable terms what the teacher will accept as evidence that what is to be learned has been learned. Such statements allow: true teacher-pupil understanding; individually diagnosed and prescribed instruction; limited credit offerings and course challenges; continuous-progress curriculum; public accountability; flexibility; teacher-designed staffing patterns; and criterion-referenced assessment. If a child fails to achieve an objective, then either the objective or the prescription is inappropriate. This does not mean that the teacher has failed, but that a new prescription is needed. It is analogous to a physician who, when the first prescription fails to cure the patient, prescribes a new medicine. What teachers want to accomplish with their students is generally hidden from everyone; a performance curriculum would solve this problem and provide teachers with greater support to deal with children as individuals. Students should tell their teachers that they want to know what will be accepted as observable evidence that a learning task has been performed. This document includes a performance curriculum format which explains key terms involved in such a curriculum. (DC)

ED 240 055 SP 022 583

Smith, William J.

Is There "Time" for Mastery Learning?

Pub Date—[82]

Note—4p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, Elementary Secondary Education, Enrichment, Guidelines, \*Individualized Instruction, \*Mastery Learning, Remedial Instruction, \*Success, Supplementary Education, Teaching Methods, Tutoring

Identifiers—PF Project

Suggestions are offered for ensuring the effectiveness of individualized instruction and mastery learning. One or two brief ideas are presented in each of the following areas: (1) homework; (2) after-school help; (3) supplementary corrective programs; (4) parent involvement; (5) enrichment exercises; (6) supplementary materials; (7) student tutors and student-led groups; (8) special small-group assistance in the classroom; (9) development of study skills using the SQ3R and PAR-4 techniques; (10) and utilization of other teachers as subject specialists. (DC)

ED 240 056 SP 022 584

Shockey, Sandra J.

Community Involvement.

Pub Date—[83]

Note—4p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Standards, Board of Education Policy, \*Community Involvement, Competency Based Education, Dramatics, Elementary Education, \*Mastery Learning, Mathematics Skills, Newsletters, Parent Child Relationship, \*Parent Participation, \*Parent School Relationship, Program Descriptions, \*Publicity, Reading Skills, Student Promotion, Volunteers

Identifiers—Parent Teacher Association, PF Project, Social Circle School System GA

The Social Circle (Georgia) School System is in the first year of full implementation of mastery learning in reading and mathematics for grades K-5. In response to a state mandate for competency-based education, the board of education adopted a program which included mastery learning and promotion standards. In order to fulfill the goal of informing parents of the program, the following six approaches were planned and implemented: (1) a newsletter from the PTA; (2) newspaper articles and radio spots; (3) original school plays depicting the mastery learning instructional process performed at each grade level; (4) neighborhood teas where parents learned how they could help their children; (5) notices displayed and distributed at local large business plants; and (6) a parent volunteer program. (DC)

ED 240 057 SP 022 585

Heitmann, Helen M.

Operational Procedures for Implementing Mastery Learning in Physical Education.

Pub Date—[82]

Note—6p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Eye Hand Coordination, Guidelines, \*Individualized Instruction, Instructional Materials, \*Learning Modules, \*Mastery Learning, Material Development, \*Physical Education, Skill Development, \*Teacher Developed Materials, Teaching Methods, Tennis

Identifiers—PF Project

Instructions are given for developing and using mastery-based learning modules for individualizing instruction in physical education. Following a rationale for using individualized instruction in physical education, guidelines are offered for designing learning modules which include four parts: statement of learning objectives (purpose); delivery system (information input); transactions (practice); and terminal objective (evaluation). Instructions are also offered for diagnosing student skills in order to determine which modules to select, for displaying the modules, and for recording student performance. Two sample modules are included: performing forehand ground strokes (tennis) and having students develop and perform a target game for eye-hand coordination. (DC)

ED 240 058 SP 022 587

A Positive Approach to Assertive Discipline.

Martinez Unified School District, Calif.

Pub Date—83

Note—3p; Prepared at John Swett Elementary School.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, Demonstration Programs, \*Discipline, Discipline Policy, Educational Environment, Elementary Education, \*Positive Reinforcement, Program Descriptions, Program Effectiveness, Program Evaluation, \*Rewards, Student Behavior, Time on Task, \*Token Economy

Identifiers—Assertive Discipline, PF Project

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: Program Description: The Assertive Discipline Program at John Swett Elementary clearly establishes student behavior expectation and consequences. In addition to these two outcomes, the program offers varying degrees of positive acknowledgment for students meeting or exceeding the expectations. Primary Purpose: The program was initiated during the 1979-1980 school year. The program goals were and continue to be to improve student behavior, increase student time on task, and improve school climate by acknowledging students' positive behaviors. Program Participation: Classroom teachers and special personnel establish for themselves and their students the expected behaviors and consequences. These hierarchies are relative to a school hierarchy and are consistently followed. The effectiveness of the program is insured by individual and group recognition of positive behavior. Positive hierarchies range from tokens provided to individual students to classroom banners or movies. The tokens are collected by the class and turned in for a classroom banner. Six banners entitle the class to a Disney film, and twelve banners earn the class ice cream bars or a lunch on the lawn with the principal. Most classroom teachers provide a similar reward hierarchy for their class. Evaluation: Statistics have been kept since the program's initiation. During the 1979-1980 school year, with a student population of 356 students, a total of 350 students were referred to the office for disciplinary reasons. During the 1982-1983 school year, 247 students visited the office out of a total school population of 365 students. This is a 30% reduction in student referrals. The nature of referrals has changed from inter-personal problems to those related to on-task behaviors. On-task behavior problems have shifted from gross class disruptions to simply not being on task when expected to be. A very positive evaluation occurred this Christmas when a group of third-grade students saved their Sunshine Award tokens so they could present their teacher with her own classroom banner. The students were very specific that this banner was not to be included in their class total. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (Author)

ED 240 059 SP 022 588

Improving Instruction with School-Site Support Teams.

Vallejo Unified School District, Calif.

Pub Date—[84]

Note—15p.

Pub Type—Reports - Descriptive (141)  
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Demonstration Programs, Elementary Secondary Education, \*Instructional Improvement, Peer Teaching, Principals, Program Descriptions, \*School Cades, School Districts, \*Staff Development, Teacher Administrator Relationship, \*Teacher Education Programs, \*Teacher Improvement  
Identifiers—PF Project

A program to improve classroom instruction through the use of Instructional Support Teams composed of principals and teachers is described. An overview of the program is presented followed by a more detailed description. The following information is provided: (1) background of the school district; (2) history of the district's staff development efforts; (3) current offerings of the staff development program; (4) purpose of Instructional Support Teams; (5) selection and training of the teams; (6) focus for each of the three years of the program (instructional effectiveness, classroom management, and school-level planning); and (7) outcomes of the program (increased shared responsibility between administrators and teachers, reduction in the isolation of classroom teachers, and building of leadership capacity among teachers). This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (DC)

ED 240 060

SP 022 590

Staff Development Plan.

Menlo Park City School District, Calif.

Pub Date—84

Note—3p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Demonstration Programs, Elementary Education, \*Inservice Teacher Education, \*Needs Assessment, Program Descriptions, School Districts, \*Staff Development, Staff Utilization, \*Teacher Participation

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: Believing that the knowledge and expertise of the District's staff are essential in the strength of the District as an effective educational institution, the Menlo Park City School District expanded its current staff development plan to be more consistent with current knowledge on the characteristics of effective teacher inservice. The 1983-84 Inservice Plan is outstanding in its provision of staff options for participation and in its response to research on effective inservice. Knowing that research indicates more staff support from programs which they have helped to design and implement, the District organized an initial meeting with 16 teachers at the end of August 1983. From that meeting, a planning committee met to develop six objectives for the 1983-84 Staff Development Plan. The Planning Committee also developed a timeline for inservice, and procedures for obtaining total staff feedback on suggested inservice. On November 18, the Committee specified categories for District inservice based on ideas generated through grade level and faculty meetings held in all four schools in early November: (1) District Project: Meeting Needs of Low Achievers: Because of a District-wide need, a consultant and small group meetings on teaching strategies and learning styles are scheduled for staff members in January 1984. (2) Small Group Interest Meetings: Individual Projects, including Conference Attendance: The District has developed a Proposal Form which can be used by individuals or groups of teachers to request inservice on particular topics which they have suggested. (3) Staff Resources/Expertise: The Curriculum and Instruction Committee has developed a procedure called T3, (Teachers Teach Teachers) where staff members present inservice to interested volunteers. (4) School Climate: Stress: Two sub-committees of the Planning Committee will identify and schedule outside consultants who will work with staff members on strategies for reducing teacher isolation, strengthening positive reinforcement, and time management techniques. (5) Alternative Ways to Provide Time for Inservice: A sub-committee of teachers will research ways to provide time for inservice activities. The 1983-84 Plan also includes: (a) using portions of regularly-scheduled faculty meetings; (b) holding grade level or special interest

meetings; and (c) providing released time. Menlo Park is pleased to nominate its Staff Development Plan as an outstanding program. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (Author)

ED 240 061

SP 022 593

Duckett, Jean C.

Helping Children Develop Good Study Habits: A

Parents' Guide.

Pub Date—[83]

Note—6p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Assignments, Elementary Secondary Education, Guidelines, \*Habit Formation, \*Home Study, \*Homework, Parent Materials, \*Parent Participation, \*Parent Student Relationship, Physical Environment, Scheduling, \*Study Habits, Supplies

Even the most intelligent children can have low rates of achievement if their natural abilities are not supported by effective study practices at home. The development of good study habits requires the guidance and firm supervision of a caring adult. The following suggestions should help parents guide their children in the development of good study habits: (1) set a definite time for study each day—the study time should not be interrupted by after-school activities, should have both a starting and ending time, and should be planned with the child's attention span in mind; (2) provide a proper place for study away from household distractions, one with adequate light and a proper writing surface; (3) provide materials needed for completing assignments; (4) require the child to organize school materials including study notes, assignment sheets, and homework papers; (5) require the child to make a daily list of homework assignments; and (6) provide support and guidance when the child becomes discouraged or frustrated with a difficult homework assignment. In general, the earlier a regular pattern of dealing with homework assignments can be established, the easier it will be on both the parent and the child. (DC)

ED 240 062

SP 022 596

Vintage High School Citizenship Recognition Program.

Napa Valley Unified School District, Napa, Calif.

Pub Date—84

Note—3p; Prepared at Vintage High School. The forms referred to in the program description are not included in this document.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Awards, \*Citizenship, Demonstration Programs, High Schools, High School Students, \*Incentives, Parent School Relationship, Program Descriptions, Program Effectiveness, \*Recognition (Achievement), \*Rewards, Teacher Participation

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: Recognition of good citizenship is one component of the Vintage High School Student Incentive Program which could be easily adapted for any school. The only direct cost is for postage to mail congratulatory letters home and a small initial cost for printing award certificates. On a rotating basis, teachers are given an opportunity to nominate students to be recognized as Vintage Student Citizens of the Week. Students are congratulated through a letter to their parents detailing the reasons for the selection. All of the letters follow the same format with appropriate changes for the individual student. A copy of the forms used are attached. [Editor's note: Forms not attached]. Each student who is nominated as a citizen of the week receives a certificate in an assembly of the student body. In addition, a paragraph on each student citizen of the week is included in the school's newsletter. Each month, a Vintage Student Citizen of the Month is selected from among the citizens of the week. The student's picture appears with an article in the local newspaper. At the end of the year a Vintage Student Citizen of the Year is recognized at the annual awards assembly. Last year our associated student body voted to honor the citizen of the year with a check for \$100.00. The primary benefit of this program is the positive school-to-home communications that it fosters. Too often our reports to parents are precipitated by poor student performance, and we neglect to give needed and deserved

"pats-on-the-back." The key to the success of this program is faculty participation. With the faculty identifying student citizens, it becomes a simple matter of follow-through for administration. Both students and teachers feel rewarded when the principal's letter states, "Joe's teacher, Mr. Smith, nominated Joe because he has consistently exhibited good citizenship," and goes on to detail Joe's outstanding qualities. The monthly article in the local newspaper promotes good school-community relations. This secondary benefit is especially important in winning community support for the schools. It gives everyone an opportunity to view the school and its students in a very positive light. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (Author)

ED 240 063

SP 022 598

Living Well: An Introduction to Health Promotion and Disease Prevention.

Public Health Service (DHEW), Rockville, Md.

Report No.—DHEW-PHS-80-50121

Pub Date—[80]

Note—32p; Information in this booklet was drawn from "HEALTHY PEOPLE, the Surgeon General's Report on Health Promotion and Disease Prevention."

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Age Groups, \*Disease Control, Guidelines, Habit Formation, \*Health Education, Health Materials, \*Life Style, Nutrition, \*Physical Health, \*Prevention, Quality of Life, Resource Materials, \*Risk, Safety  
Identifiers—PF Project

This booklet introduces the concept of health promotion and disease prevention, outlines the health risks that are found in daily life, and shows how the risk of disease and disability can be reduced with minor changes in life style. Information is given on the number and causes of yearly deaths and the measures that have been taken by the government and by individuals to reduce the risks to good health. Heredity, environment, and life style are discussed in relation to good health. General suggestions for all age groups are to eat sensibly, to exercise regularly, to avoid addiction, to be safety conscious, and to learn to handle stress. Specific health risks and suggested healthful practices are discussed for infants, children, adolescents and young adults, adults, and older adults. Concluding this document is an appendix listing 62 government agencies and private, nonprofit groups which are sources of information about various health promotion and disease prevention activities. (EM)

ED 240 064

SP 023 292

Golladay, Mary A.

Graduate Study in Education: An Analysis of

Institutions and Degree Awards, 1971-1981.

National Center for Education Statistics (ED),

Washington, DC.

Pub Date—Apr 83

Note—28p; Paper presented at the Annual Meeting of the American Educational Research Association (67th, Montreal, Canada, April 11-15, 1983).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Doctoral Degrees, Educational Researchers, \*Educational Trends, \*Education Majors, \*Graduate Study, Higher Education, \*Institutional Characteristics, \*Masters Degrees, Professional Education, Teacher Supply and Demand, Teaching (Occupation), Trend Analysis

During the past 10 years, the patterns of degree awards in education have departed from the general trends in degree awards from higher education institutions. A decline in the number of bachelor's degrees, accompanied by continuing increases (then a decline) at the master's level, may reflect several factors: shifts in the supply and demand for teachers; higher salaries paid to teachers with graduate degrees; a shift of the preferred teacher credentials from the bachelor's to the master's level; or combinations of these factors. The large increase in doctoral degrees earned during this period suggests considerable change in emphasis within the discipline. This paper presents a profile of the discipline, as it is reflected in degree awards, and the institutions which confer them. The profile places education in the larger context of higher education



disciplines, and, within the discipline, it identifies change, stability, and current status. Data are summarized on earned degrees from a variety of perspectives, and trend information is assembled on awards by level, recipients, specialties, and institutions. While not describing the entire active profession of educational researchers, a primary source of new entrants to the discipline is considered, and the environment within which much educational research is conducted is described. (JD)

ED 240 065 SP 023 403

Anderson, Robert

Health Promotion: An Overview. Unit Technical Paper.

World Health Organization, Copenhagen (Denmark). Regional Office for Europe.

Pub Date—Jul 83

Note—59p.

Pub Type—Information Analyses (070)—Reports—Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Adoption (Ideas), \*Foreign Countries, \*Health Education, Health Needs, \*Health Programs, Health Services, Physical Health, Program Development, Public Opinion, \*Public Support

Identifiers—\*Europe, \*Health Promotion

Because health promotion is a relatively new concept in Europe, a study was undertaken to gather information on informal and organized health promoting behavior and programs in Europe. The study attempts, through a review of literature, interviews, and surveys, to clarify the meaning of health promotion in both theory and practice and to identify goals, approaches, and content of health promotion programs. Section 1 of this report contains the introduction, which describes the study aims and how it was conducted, and section 2 answers the question, "Why health promotion now?" The third section discusses health promotion concepts, approaches, and people, and section 4 offers a classification of health promotion. The fifth section talks about further considerations in defining and evaluating health promotion goals, and discusses factors influencing response to health promotion and effectiveness and encouraging individual responsibility for health. Section 6 concludes the report. Appendices include: (1) survey letter; (2) "Towards an Epidemiology of Health" (position paper); and (3) summary report of a working group on concepts and principles of health promotion. There is an extensive bibliography. (JMK)

ED 240 066 SP 023 462

Mark, Edmund A. Heard, Suzanne B.

Will Inservice Education Alleviate the Current Problems in Science Education?

Pub Date—[83]

Note—17p.

Pub Type—Reports—Descriptive (141)—Reports—Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Processes, Elementary Education, \*Elementary School Science, Elementary School Teachers, Inservice Teacher Education, \*Instructional Improvement, \*Learning Strategies, Program Effectiveness, \*Science Instruction, Teacher Effectiveness, Teacher Role, Teacher Workshops, \*Teaching Methods

Research has helped to identify the fundamental skills that should be developed in an activity-based science program: observing, describing, comparing, classifying, measuring, using numbers, interpreting evidence, inferring, predicting, and experimenting. A teaching/learning inservice workshop was designed to help elementary school teachers replace traditional science instruction format (reading and memorizing science concepts) with a format emphasizing the above-listed processes. Participating teachers were instructed in the learning theories of Piaget and the developmental thinking of their students. The workshop provided the teachers with experiences to help them develop classroom environments conducive to implementation of an activity-based science program. A teaching procedure, the "learning cycle," actively involved them in experimentation, discussion of scientific methods, and scientific record keeping and data analysis. The workshop experiences also prepared the teachers to match their teaching procedures with the level of intellectual development of their students. The ultimate goal of the teaching/learning science inservice workshop was the intellectual development of the students through appropriate teaching strategies.

Three tables containing study data are appended. (JD)

ED 240 067 SP 023 489

Cruse, Darrell

Citation Matrices of Selected Health Journals.

Pub Date—[83]

Note—17p.

Pub Type—Information Analyses (070)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage. Descriptors—Academic Standards, \*Citations (References), Comparative Analysis, \*Health Education, \*Periodicals, \*Reference Materials, Research Tools, \*Scholarly Journals

Identifiers—\*Health Education Journals

A study attempted to provide answers to three questions: (1) How often are articles from six frequently used health education journals referenced by authors writing for the same journals? (2) What is the citation frequency of articles from four other selected health journals within these six journals? and (3) What factors govern the likelihood of articles being referenced by authors? Articles from the "Journal of School Health," "American Journal of Public Health," "Journal of the American College Health Association," and "Health Education Quarterly" were referenced most frequently, followed by articles published in "Health Education," "International Journal of Health," and others. Journals whose content is most generic to health educators were identified. Caveats specific to bibliometric analysis were offered. (Author/JD)

ED 240 068 SP 023 581

Mancus, Dianne S. Martin, Jeanette V.

Self Knowledge and Student Teacher Effectiveness.

Pub Date—18 Feb 80

Note—18p; Paper presented at the Annual Convention of the Association of Teacher Educators for the presentation, "Focus on the Teacher: Self Knowledge and Personal Growth for Teaching Effectiveness" (60th, Washington, DC, February 18, 1980). Legibility may be marginal due to broken print.

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Developmental Stages, Higher Education, Knowledge Level, Preservice Teacher Education, \*Self Concept, Self Concept Measures, \*Student Teachers, \*Student Teacher Supervisors, Teacher Attitudes, \*Teacher Effectiveness, Teacher Evaluation

Identifiers—Experience Recall Test, \*Student Teacher Attitudes, \*Student Teacher Evaluation

Little research on the relationship between self knowledge and teacher effectiveness seems to exist. The Self Knowledge Project, a study of more than 1,000 people of various ages, identified 4 distinct stages of self knowledge development: (1) elemental; (2) situational; (3) pattern; and (4) process. The Self Knowledge Project created the Experience Recall Test, which was designed to identify a person's stage of self knowledge. To investigate the relationship between self knowledge stage and teaching effectiveness, 64 student teachers at New Mexico State University and its branch campuses took the Experience Recall Test. Results of this test were compared with the student teachers' evaluations by their college supervisors. It was hypothesized that, if a correlation could be demonstrated between stage of self knowledge and teaching effectiveness, it would be appropriate to utilize this knowledge when planning activities for the preparation of teachers. It is stated that, because of study sample size and other problematic areas, study results appear inconclusive. However, seven conclusions are offered and problems with the self knowledge measure, identification of exceptional teachers, and self knowledge and process education are discussed. (JMK)

ED 240 069 SP 023 626

Bartos, Robert Souter, Floyd V.

Advances Made toward Computer Literacy.

Pub Date—[83]

Note—10p.

Pub Type—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Administrator Responsibility, \*Computer Literacy, \*Curriculum Development, \*Educational Needs, Elementary Secondary Education, Higher Education, Teacher Attitudes, \*Teacher Education, Technological Literacy, Use

## Studies

Data collected from 144 school districts in 47 states indicate significant increases during the past 5 years in both administrative and instructional uses of the computer. School systems are also introducing programs in computer literacy for both teachers and students. The following recommendations are made for teacher education in computer use: (1) Planning for the instructional use of computers must incorporate both time and assistance for teachers so that they can become computer literate; (2) Teachers and administrators should be involved in the selection and purchasing of instructional software; (3) Media and guidance personnel need to be aware of potential uses in their areas such as career guidance, testing, scoring, and record keeping; (4) Instruction for teachers should include selecting appropriate instructional material, making use of the computer to stimulate higher order thinking, and making use of the computer as an instructional manager; and (5) Computer literacy for administrators should include report generating, parent communication, master scheduling, word processing, and selection and purchasing of appropriate hardware and software. (JD)

ED 240 070 SP 023 629

Kounin, Jacob S.

Classrooms: Individuals or Behavior Settings? Monographs in Teaching and Learning, General Series, Number 1.

Indiana Univ., Bloomington. School of Education.

Pub Date—Nov 83

Note—17p; Address sponsored by the Horizons of Knowledge Lecture Series, Indiana University; the School of Education Lecture Series; the Office of Research and Development, School of Education.

Pub Type—Speeches/Meeting Papers (150)—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Environment, Classroom Observation Techniques, Classroom Research, \*Classroom Techniques, Discipline, Elementary Secondary Education, Higher Education, Preschool Education, \*Research Methodology, Research Utilization, \*Student Behavior, Teacher Behavior, \*Teacher Effectiveness, Teacher Response, Teacher Role

Twenty years ago, anyone proposing to help teachers with the problem of classroom discipline had few resources at hand. It was approximately at that time that Jacob Kounin began a series of investigations that have changed our way of talking and thinking about classroom discipline. He changed our focus from a sterile concern with exercising discipline to a productive concern with smooth classroom functioning. In doing so, Kounin identified a set of data-based concepts about classroom management and, through his investigations, became convinced of the usefulness of studying the classroom as an ecological entity rather than as an assemblage of individuals alone. Kounin identified four dimensions as correlating with a teacher's management success: (1) with-it-ness; (2) smoothness (of presentation); (3) momentum; and (4) group focus. These management techniques are always related to the setting and change accordingly. Also noted as being important was the continuity, insulation, and protectiveness on the teacher's part of the signal system. Kounin was also one of the first to make systematic use of videotape recording as a data source for the analysis of classroom behavior. (JMK)

ED 240 071 SP 023 658

Marklund, Inger, Ed. Hanse, Mona-Britt, Ed.

Analysis of Teacher-Directed Experimentation.

Project No. 6169.

National Swedish Board of Education, Stockholm.

Pub Date—Oct 83

Note—19p.

Available from—National Swedish Board of Education, Karlavägen 108, S-10642, Stockholm, Sweden.

Journal Cit—School Research Newsletter; 1983:5 Oct 1983

Pub Type—Information Analyses (070)—Reports—Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Class Activities, \*Educational Innovation, Educational Research, Elementary Secondary Education, Experiential Learning, \*Experimental Teaching, Foreign Countries, \*Nontraditional Education, Program Development, School Community Relationship, Teacher

Attitudes, \*Teacher Role  
Identifiers—\*Sweden

"Analysis of Teacher-Directed Experimentation" (ALF) is a project currently underway in Sweden. In Swedish terminology, a distinction is made between central, regional, and local educational development work; these terms indicate the level within the school system at which a particular kind of development work is conducted. Teacher-directed experimentation can be viewed as a variant of local educational development work. These teacher-directed experiments are essentially a form of development work which teachers regard as "their own," as distinct from development work enjoined "from outside" or "from the top." The ALF project describes and analyzes instances of teacher-directed experimentation (through interviews with the teachers) in order to pinpoint the conditions and principles involved. The project's focus is two-fold: (1) the scope, focus, conditions, and implications for schools of teacher-directed experimentation; and (2) teacher-directed experimentation as an expression of views entailed by the teaching profession of conditions governing school work. This interim report presents summaries of a number of detailed studies conducted by the ALF. A bibliography of reports from the project is included. (JD)

ED 240 072 SP 023 682

Ponzo, Richard

A Collaborative Model to Identify and Implement Applications of Research on Effective Teaching to Preservice/Inservice Teacher Education.

Far West Lab. for Educational Research and Development, San Francisco, Calif.; Mills Coll., Oakland, Calif.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Feb 84

Contract—400-83-003

Note—26p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (36th, San Antonio, TX, February 1-4, 1984). For related documents, see SP 023 684 and SP 023 689.

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Classroom Observation Techniques, Cooperating Teachers, \*Educational Research, Elementary School Teachers, Higher Education, Inservice Teacher Education, Preservice Teacher Education, \*Program Development, \*Research Design, \*Research Utilization, School Districts, Site Analysis, Student Teachers, \*Teacher Behavior, \*Teacher Education Programs, Teacher Effectiveness, Time on Task

Identifiers—\*Mills College CA

Mills College (California) was one of three sites selected to participate in a project designed to apply and use research in elementary teacher education. The project trained student teachers and cooperating teachers to measure academic learning time and active teacher behaviors with instruments developed by recent research on teacher effectiveness. This report of the study begins with a section describing the teacher preparation program of Mills College, which is conducted in cooperation with the Vallejo City Unified School District (VCUSD). The resources and faculty of the school are discussed as well as certification requirements and the sequence of preservice course work and clinical experiences. In the second section, data are provided on the VCUSD, its demographic profile, and its overall educational philosophy and staff development activities. The third section summarizes the results of a situational analysis of the Mills College Program which was conducted prior to designing the research component of the study. The fourth section provides a description of the research design for the study, and implementation of the study to date. (JD)

ED 240 073 SP 023 684

Driscoll, Amy

Applying Research to Teacher Education: The University of Utah's Collaborative Approach. First Year Preliminary Report.

Spons Agency—Far West Lab. for Educational Research and Development, San Francisco, Calif.; National Inst. of Education (ED), Washington, DC.

Pub Date—Feb 84

Contract—400-83-003

Note—63p.; Paper presented at the Annual Meeting of the American Association of Colleges for

Teacher Education (36th, San Antonio, TX, February 1-4, 1984). For related documents, see SP 023 682 and SP 023 689.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)—Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Cooperating Teachers, \*Educational Research, Elementary School Teachers, Higher Education, Preservice Teacher Education, \*Program Development, Research Design, \*Research Utilization, \*Student Teachers, Teacher Behavior, \*Teacher Education Programs, \*Teacher Effectiveness

Identifiers—\*University of Utah

In 1983, the National Institute of Education funded the Far West Laboratory for Educational Research and Development to conduct a study, Applying Research to Teacher Education (ARTE) Research Utilization in Elementary Teacher Education (RUETE). The ARTE:RUETE study's purpose is to develop preservice instruction incorporating current research findings on effective instruction and schools and to assess the impact of the preservice instruction. The RUETE facet draws upon research of effective instruction to inform teacher education practice. This two-year study integrates: (1) application of research on effective instruction, through a process of collaborative inquiry using the Interactive Research and Development on Teaching model; (2) utilization of processes of adult learning in a systematic manner; and (3) development of teacher education academics. This paper reports the first year's progress, that is, strategies developed for affecting preservice teacher education with research findings on effective instruction and preliminary assessment of those strategies. The initial development of the Teacher Education Academics is also described. The remainder of the document summarizes the situational analysis of the University of Utah site. The Utah RUETE research design and findings are described in relation to the context of the teacher education program. Appendices include materials from professional meetings supportive of this research project. (JMK)

ED 240 074 SP 023 689

Johns, Kenneth W. Gee, Elsie W.

The Effect of an Observation Instrument on Student Teacher Performance of Active Teaching Behaviors.

Spons Agency—Far West Lab. for Educational Research and Development, San Francisco, Calif.; National Inst. of Education (ED), Washington, DC.

Pub Date—Feb 84

Contract—400-83-003

Note—28p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (36th, San Antonio, TX, February 1-4, 1984). For related documents, see SP 023 682 and SP 023 684.

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Classroom Techniques, \*Cooperating Teachers, Educational Research, Elementary School Teachers, Higher Education, Instructional Improvement, \*Observation, Preservice Teacher Education, Research Utilization, \*Student Teachers, \*Teacher Behavior, \*Teacher Effectiveness, Teaching Methods

Identifiers—\*Active Teaching Behaviors

An investigation was made to determine the effect of an observation instrument on student teacher performance of Active Teaching Behaviors (ATB) focusing on how the teacher introduces, carries out, and concludes classroom instruction, and how the teacher maintains student engagement. Cooperating teachers were observed teaching mathematics and ranked as high or low in ATB. They then used the observation instrument in observing their student teachers teaching mathematics. They also shared the observation sheet with the student teacher and provided a set of definitions and examples of the behaviors to be observed. Results indicated that the use of an observation instrument in tandem with a cooperating teacher who displays high ATB may increase desirable teaching behaviors. Placement of a student teacher with a cooperating teacher with low levels of ATB who fails to use the observation instrument may result in a loss of desirable behaviors. (JD)

ED 240 075 SP 023 690

Drum, Randall L. Wells, Tim J.

A Survey of Teachers' Opinions and Practices Regarding the Teaching of Problem Solving Skills.

Spons Agency—Corpus Christi Univ., Tex.

Pub Date—Feb 84

Note—38p.; Survey made 1981-82; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (36th, San Antonio, TX, February 1-4, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, Inservice Teacher Education, Mathematics Teachers, \*Problem Solving, Science Teachers, \*Skill Development, Social Studies, Teacher Associations, \*Teacher Attitudes, \*Teacher Education Programs, Teaching Methods

Identifiers—Texas

In response to a survey questionnaire, 278 elementary school teachers and secondary school mathematics, science, and social studies teachers in Texas expressed opinions that the teaching of problem solving is important and that it can be taught successfully. While most of the teachers reported that teaching of problem solving was not encouraged in their teacher education program or in their inservice sessions, they rated themselves as good-to-excellent problem solvers. Teachers who teach problem solving in their classrooms tended to be older, with more years of teaching experience, those who belonged to professional associations for their subject areas, those whose teacher training programs encouraged the teaching of problem solving, and those whose inservice sessions encouraged the teaching of problem solving. Despite the existence of positive teacher opinions regarding the importance of teaching problem solving, few were emphasizing it in their classrooms. It is recommended that more focus should be placed on the teaching of problem solving in teacher preparation programs and that teachers should be encouraged to be members of professional subject matter associations. A copy of the survey instrument is appended. (JD)

ED 240 076 SP 023 691

Robinson, Louise And Others

Collaborative Research as a Means of Disseminating Models to Improve Learning.

Indiana Univ. of Pennsylvania. Graduate School.

Pub Date—Feb 84

Note—15p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (36th, San Antonio, TX, February 1-4, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Research, College School Cooperation, \*Drills (Practice), Elementary Education, Elementary School Teachers, Learning Strategies, \*Mathematics Instruction, \*Participative Decision Making, Teacher Attitudes, \*Teacher Participation

Identifiers—\*Collaborative Research

Teacher participation in a research project was examined to determine the effectiveness of an individualized mathematics program involving drill and practice in computation processes. The first data set was gathered from a laboratory school (experimental group) where the teachers were accustomed to trying out new programs, and a private school (control group) which already had a strong "basics" program. The experimental group was exposed to the new program, while the control group continued the standard program for an eight-month period. Post-tests of students revealed no significant difference between the groups on mean gain scores. The second set of data was gathered within the same time frame as the first, but with teachers who were not convinced they had a satisfactory program for instruction in basic arithmetic. A significant mean gain in scores was apparent in the schools which used the new intensive drill program. Findings suggested that, where a strong conventional program does not exist, the new experimental program can produce significant results. The study is claimed as a classical example of applied research in the classroom with teachers acting as researchers. (JD)

ED 240 077 SP 023 692

Mangieri, John N. Kemper, Richard E.

Factors Related to High School Students' Interest in Teaching as a Profession.

Texas Christian Univ., Fort Worth.

Pub Date—Jan 84

Note—20p; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (36th, San Antonio, TX, February 1-4, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Ability, \*Career Choice, \*College Bound Students, High School Students, Professional Recognition, Secondary Education, \*Sex Differences, \*Student Attitudes, Teacher Salaries, \*Teaching (Occupation)

A study was conducted to provide educators with information about reasons why college bound high school students are or are not interested in teaching as a career. Data collected from responses to questionnaires completed by 4,349 students were analyzed. Implications discussed in this report include: (1) The number of students expressing interest in becoming teachers is more than adequate to meet future needs; however, whether or not they are the best qualified or most committed is open to question; (2) Women will continue to make up the largest proportion of teachers; (3) Knowledge and skill in a subject area, interest in a subject area, and a desire to work with children or young adults are important factors in an interest in becoming a teacher; (4) Prestige and recognition, working conditions, friend or relative who is a teacher, and cost of education are not important factors to those expressing high interest in teaching; (5) Higher salaries are essential to attracting people into teaching; and (6) Attempts to attract people into teaching should take into account differences in interest which may be related to gender. Copies of the questionnaires are appended. (JD)

ED 240 078

SP 023 694

McCutchan, Marlin

Generalizability and Accessibility of Causal Evidence in Educational Practice.

Pub Date—2 Feb 84

Note—14p; Paper presented at a joint session of the American Association of Colleges for Teacher Education and National Association of Laboratory Schools (San Antonio, TX, February 2, 1984).

Pub Type—Speeches/Meeting Papers (150)—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Action Research, Attribution Theory, Classroom Research, Elementary Secondary Education, \*Generalization, Higher Education, \*Laboratory Schools, \*Research Methodology, \*Research Needs, \*Research Utilization, Schools of Education, Teacher Education

Identifiers—Research Practice Relationship

Three factors tend to remove classroom teachers from any direct benefits from formal research: (1) the difficulty of replicating the exact circumstances of the study in the classroom; (2) the scarcity of research which claims to show a "significant difference"; and (3) the complexity of reporting, in formal research journals and reports, which tends to intimidate individuals who lack needed interpretation skills. This paper examines these problems and proposes an approach to dealing with the problems of generalizability of research findings and accessibility of research evidence. It is suggested that laboratory schools are appropriate sites under which to undertake research that can obtain causal evidence of the success or failure of new hypotheses which are directly applicable to the real circumstances of the classroom. It is also suggested that colleges of education maintain a constant emphasis upon the value of the teacher's remaining in touch with current research. (JD)

ED 240 079

SP 023 697

Pagach, Marleen Lilly, M. Stephen

Reconceptualizing Support Services for Classroom Teachers: Implications for Teacher Education.

Pub Date—Feb 84

Note—23p; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (36th, San Antonio, TX, February 1-4, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Learning Disabilities, \*Mainstreaming, Mild Mental Retardation, Remedial Programs, \*Resource Teachers, \*Shared Services, \*Special Edu-

cation, \*Teacher Education, Teacher Role, \*Teamwork

A critical examination of problems in delivery services to students with mild learning and behavior problems points out weaknesses in special education programs. These programs have grown indiscriminately, resulting in over-identification of "handicapped" students. The special education placement system is time-consuming and is not the most effective alternative if the goal is to support teachers and help students succeed in the regular classroom. Special education diagnostic, labeling, and instructional procedures have always set it apart from regular education, and presumed differences between students, teachers, and curricular approaches in special and regular education have been overstressed. Increasing numbers of educators are recognizing this "myth of differentness" and are starting to build a common ground, free from misleading categorical labels for children and teachers, and focusing on defining the common elements of regular and special education. Accepting diversity as a norm for regular classrooms can lead to development of alternative group structures, intensive tutoring, or alternative pacing, and these services can be provided by support teachers working within the classroom with the regular teacher. A redefinition is needed in schools of education of the appropriate relationship between programs preparing classroom teachers and those preparing support services personnel. (JD)

ED 240 080

SP 023 701

Pemberton, Deloras K.

A New Direction in Education: A Framework for Designing and Interpreting Research in Excellence in Teaching.

Pub Date—2 Feb 84

Note—28p; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (36th, San Antonio, TX, February 1-4, 1984).

Pub Type—Speeches/Meeting Papers (150)—Information Analyses (070)—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Classroom Research, Classroom Techniques, \*Cognitive Processes, Curriculum Design, Elementary Secondary Education, \*Epistemology, Learning Activities, \*Learning Processes, \*Research Methodology, Student Characteristics, \*Teacher Effectiveness, Teacher Role, Teaching Methods, Time on Task

Generalizations arising from effective teaching studies are vulnerable because they are not based on a theoretical perspective of how learning occurs or can be improved, but have resulted from observations of what teachers appear to be doing when students are learning. Critics of teacher effectiveness studies contend that good instruction requires more than use of management techniques and provision of opportunities for learning; it should be grounded in theoretical perspectives and reflect awareness of the interactive nature of the teaching situation. A framework, based upon research studies on cognition and interpreting the teacher's role in coordinating learning variables. The framework is based on the assumption that teachers make instructional decisions founded upon knowledge of four features: (1) content to be taught; (2) student diversity and differing skill levels; (3) learning activities; and (4) methods of measuring learning. The excellent teacher reflects upon, plans, and alters instruction depending upon interactions among these factors. Selected studies demonstrating two- or three-way interactions between these factors are described and analyzed. (JD)

ED 240 081

SP 023 702

Raths, James Ruchkin, Judith

Contexts Affecting Methods Instruction in Selected Teacher Education Institutions.

Spons Agency—Illinois Univ., Urbana. Council for Teacher Education; Maryland Univ., College Park. Center of Adult Education.

Pub Date—Feb 84

Note—74p; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (36th, San Antonio, TX, February 1-4, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Course Content, Educational Research, \*Education Majors, Higher Education,

\*Methods Courses, Preservice Teacher Education, \*Research and Development, Research Methodology, \*Research Problems, \*Schools of Education, Student Attitudes, Teacher Attitudes, Teacher Education Programs, \*Teacher Educators

A study investigated the differences in the teaching of methods courses in Research and Development (R & D) institutions and in other teacher education programs. The study's major interest was in discerning the emphasis given to "research" in methods courses offered in institutions having an R & D emphasis and comparing it with the emphasis found in non-R & D teacher education institutions. Deans of schools of education were mailed a letter describing the study. The deans in turn were asked to pass the study questionnaire to a faculty member who "regularly teaches methods courses." The faculty member chosen was directed to fill out the questionnaire and to pass on questionnaires to three students. The professor and three students were asked to mail their completed questionnaires separately. This report contains six sections. Section 1 introduces the study, and section 2 describes the sample selection. Section 3 outlines data collection procedures, and section 4 discusses implementation of the study. In section 5, principal results and findings are detailed, and section 6 includes a summary of findings, discussion, and implications. Letters and instruments as well as additional data are appended. Study limitations and methodology are discussed in great detail. (JMK)

ED 240 082

SP 023 703

Buzin, Sarah M.

School Discipline: A New Management System That Works

Pub Date—2 Feb 84

Note—18p; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (36th, San Antonio, TX, February 1-4, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Behavior Modification, \*Classroom Techniques, \*Cooperative Planning, \*Discipline, Elementary Education, Elementary School Students, Parent Teacher Cooperation, Record Keeping, \*Student Behavior, Student Motivation, \*Student Responsibility, Student School Relationship, Student Teacher Relationship, Teacher Effectiveness

A four-phase positive discipline plan, based on William Glasser's "Reality Therapy" concepts and designed for grades K-5, is described. The goal of the plan is to teach the students to assume responsibility for their own actions; discipline is instructional, as opposed to punitive. A record is kept for each child upon which all serious behavior infractions are written. During phase 1 (1-5 behavior infractions), the teacher deals with the student directly, evaluates possible causes of inappropriate behavior, and attempts to find and reward positive aspects of the student's behavior. After three infractions, the student must meet with the teacher and develop a written plan to change the behavior. The parents are informed about the problem and the student's plan for change. If there are continuing behavior problems (6-10 infractions, phase 2), the student must meet with the principal and school counselor and develop another written plan for changing behavior. Ten or more infractions (phase 3) will call for a meeting of the student with the teacher, principal, counselor, and parents, and the development of another written plan for behavior change. Misbehavior beyond this point (phase 4) results in suspension and work with a behavior specialist. (JD)

ED 240 083

SP 023 704

Pigge, Fred L.

Follow-Up Evaluation Studies and Procedures, College of Education, Bowling Green State University, Bowling Green, Ohio.

Pub Date—Feb 84

Note—94p; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (36th, San Antonio, TX, February 1-4, 1984). Some appendices may be marginally legible because of small type on colored paper.

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)—Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.



Descriptors—Beginning Teachers, Competence, \*Education Majors, Evaluation Criteria, Evaluation Methods, \*Graduate Surveys, Higher Education, \*Outcomes of Education, \*Program Effectiveness, \*Self Evaluation (Individuals), \*Teacher Education Programs, Teacher Effectiveness, Teaching Experience

Identifiers—Bowling Green State University OH

This document presents a summary of follow-up evaluation studies of basic and advanced education graduates, conducted by the Office of Educational Research and Services at Bowling Green State University (Ohio) over the last few years. (The university's evaluative follow-up endeavors have been closely tied to a needs assessment model, and a major emphasis has been on an attempt to determine teachers' perceived need for selected competencies.) The first part of this paper describes endeavors with basic graduates and includes discussion of annual evaluations, program/product follow-up evaluation studies for five different years, and on-site interviews and evaluations. The second part describes follow-up evaluations for advanced graduates. Appendices include: (1) information gathering card sent to each basic education graduate after graduation; (2) parts of the questionnaire for teachers (1975); (3) principals' questionnaire (1975); (4) instrument for teachers, 1980-81; (5) instrument for principals, 1980-81; (6) examples of findings, 1980-81; (7) information gathering instrument sent to each advanced graduate after graduation; and (8) samples of instruments used in the last (1980-81) follow-up of advanced education graduates. (JMK)

ED 240 084

SP 023 734

Kerchner, Charles T.

Flood Tides and Aging Swimmers: An Exploration into the Supply and Demand for Teachers.

Pub Date—4 Sep 83

Note—43p. An earlier version of this paper was presented at the Annual Meeting of the American Political Science Association (Chicago, IL, August 31-September 4, 1983).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Computer Science Education, \*Educational Change, Educational Resources, Elementary Secondary Education, \*Labor Market, Mathematics Instruction, Migration Patterns, Science Instruction, \*Teacher Supply and Demand, \*Teaching (Occupation)

The teacher supply and demand problem is considered along three dimensions: (1) the aggregate balance between supply and demand, and the balance in different education specialties and different areas of the country; (2) the composition of the teacher work force, its age, and level of training; and (3) the apparent quality of the work force and the ability to attract highly qualified new teachers. Effects of the "baby boom" are discussed as they reflect a current general glut of teachers which may be so pervasive as to discourage potential teachers from entering training programs. This same demographic phenomenon is analyzed for its future implications; namely, that there will be a teacher shortage due to increasing birth rates. Three areas of critical teacher shortage—science, mathematics, and computer education—are cited as problems that have no immediately predictable solutions. General migration from north to south and an apparent increase in movement from urban to rural areas is considered in an examination of population trends. Suggestions are made for developing policies which may offer promise for improving the overall status of teaching. (JD)

ED 240 085

SP 023 755

Prager-Decker, Iris

"Stressing" Relaxation in the Classroom.

Pub Date—[79]

Note—17p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Anxiety, Classroom Techniques, \*Coping, Elementary Education, Elementary School Students, Life Style, \*Relaxation Training, \*Stress Management, Stress Variables, \*Teaching Methods

A rationale is offered for incorporating relaxation training in elementary school classroom activities. Cited are research studies which focus on the reaction of children to stressful life changes and resulting behavioral and physical disorders. A list is given

of significant life events which may be factors in causing diseases or misbehavior in children. Described is a unit which adapted such techniques as yoga, deep muscle relaxation, and guided visual imagery to help primary age children cope with stress. Included in the unit, designed to be both experiential and cognitive, are pictures and cartoons depicting people in stressful situations, charts illustrating the reaction of the human body to stress, dramatic play stories designed to teach specific relaxation skills, and descriptions of relaxation periods in the classroom. A discussion is presented on implementing and evaluating a unit of this type. A bibliography and a list of resources for relaxation techniques are included. (JD)

ED 240 086

SP 023 756

Chattergy, Virgie

A Specialization Program in Bilingual/Multicultural Education at the Tertiary Level—University of Hawaii.

Pub Date—[80]

Note—12p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Bilingual Education, \*Cross Cultural Training, Curriculum Development, \*English (Second Language), \*Graduate Study, \*Multicultural Education, Program Development, \*Teacher Education, Teaching Skills

Identifiers—Hawaii

The presence of limited English speaking students in the Hawaiian schools is a major challenge for classroom teachers and teacher education. At the beginning of the 1970s, there was a shortage of qualified bilingual and English as a Second Language teachers for students from very diverse language and cultural groups. A specialization program within the existing Master's Degree program in the Department of Curriculum and Instruction was developed at the University of Hawaii to meet these needs. The first phase of the program consists of teachers' gathering information and gaining competencies fundamental and significant to the attainment of goals and skills in bilingual education, English language development, and cross-cultural sensitivities. The second phase stresses the opportunity to learn and practice the competencies discussed and examined in phase one of the program, through participation in field-based activities at site schools. During the final phase, trainees produce a piece of work to be used in the schools, or a piece of research that will contribute to new perspectives in this area of study. A description is presented of the competencies to be mastered by the trainees. Specific activities and events evolving from the program are itemized with notes on their impact on the schools. (JD)

ED 240 087

SP 023 759

McArthur, John

The First Five Years of Teaching.

Australian Education Research and Development Committee, Canberra.

Report No.—ERDC-30; ISBN-0-642-06010-X

Pub Date—81

Note—67p.

Available from—Australian Government Publishing Service, GPO Box 84, Canberra, ACT 2601, Australia (\$2.80).

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Beginning Teachers, Career Development, \*Classroom Techniques, Discipline, Foreign Countries, Preservice Teacher Education, Secondary Education, Secondary School Teachers, \*Socialization, \*Teacher Attitudes, Teaching (Occupation), \*Teaching Experience, \*Vocational Followup

Identifiers—Australia

This report deals with the follow-up stage of a longitudinal study which examined socialization into teaching as reflected by teachers' attitudes towards the control of students. Preservice secondary school teachers were observed in their final year of training, and, in 1978, this "five years later" follow-up was conducted, investigating over half of the original sample. It was found that the initial year of teaching experience is clearly the most traumatic, and that the subsequent years tended to see a leveling out of attitudes towards students and teaching and an internalization of occupational values. This report provides information on: (1) the sample of beginning secondary school teachers; (2) career patterns of respondents to the 1978 survey; (3) use of

student control ideology as an index of socialization into the occupation of teaching; (4) cross-sectional analyses of responses to the 1978 survey; (5) longitudinal analysis of responses from members of the 1978 sample who taught from 1973-1978 and comparisons with 1978 non-teaching group; and (6) a summary of followup interviews conducted (during 1979) with both teaching and non-teaching members of the 1978 sample. The research questionnaire, a bibliography, and several tables are included. (CJB)

ED 240 088

SP 023 775

Hosford, Philip L., Ed.

Using What We Know about Teaching.

Association for Supervision and Curriculum Development, Alexandria, Va.

Report No.—ISBN-0-87120-122-4

Pub Date—84

Note—218p.; For individual papers, see SP 023 776-782.

Available from—Association for Supervision and Curriculum Development, 225 North Washington Street, Alexandria, VA 22314 (\$12.00).

Pub Type—Information Analyses (070) — Books (010) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adoption (Ideas), Classroom Research, Curriculum Research, \*Educational Research, Elementary Secondary Education, Higher Education, \*Research Needs, \*Research Utilization, \*Teacher Education, \*Teaching (Occupation)

Identifiers—Qualitative Research, \*Research Practice Relationship

This yearbook contains papers, written by prominent educators, on the use of research in teaching. Also examined are the questions of how the education profession obtains its knowledge, how that knowledge is translated into practice, and how that practice becomes artistic. Chapters are written on: (1) use of research by various professions; (2) curriculum development and research; (3) research on teaching; (4) qualitative research; (5) democratic evaluation practices; (6) applying the science of education; and (7) knowing, teaching, and supervising. Each chapter also includes responses written by teachers, supervisors, administrators, teacher trainers, and other private and public educational personnel. Philip L. Hosford is the author of "Introduction: The Problem, Its Difficulties, and Our Approaches"; "An NIE View of the Problem," by Manuel J. Justiz, follows the seven subject-specific papers. (CJB)

ED 240 089

SP 023 776

McGuire, Christine H., Tyler, Ralph W.

Comparing the Use of Research in Other Professions with Research in Education.

Pub Date—84

Note—16p.; In: Hosford, Philip L., Ed. Using What We Know About Teaching. Virginia, Association for Supervision and Curriculum Development, 1984. p13-28.

Available from—Not available separately, see SP 023 775.

Pub Type—Information Analyses (070) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—\*Adoption (Ideas), \*Educational Research, \*Engineering Technology, Higher Education, \*Information Dissemination, Mass Media Effects, \*Medical Research, \*Research Utilization, \*Teacher Education, Teaching (Occupation)

Identifiers—\*Research Practice Relationship

Three papers and two responses comprise this section comparing the degree to which research is utilized among various professions. Christine H. McGuire, in "Diffusion and Application of New Knowledge in Medicine," states that, because the medical profession must serve people with clearly perceived problems, these practitioners are under pressure to utilize the latest advances in the field. These and other conditions, such as the willingness of the public to commit substantial resources to medical research, encourage and assist medical practitioners to keep abreast of and use new knowledge. In "The Use of Research by Engineers," Ralph W. Tyler points out data indicating that the engineering profession generally uses relevant research findings within 10-15 years of their publication, while the teaching profession appears to have a 30-year diffusion rate. In a second paper, "Diffusion and Adoption in Educational Practice," Tyler comments that, to be more effective and to facilitate

its diffusion, educational research must build an interpretable common body of knowledge. He states that conflicting schools of thought must be played down and common elements emphasized. Frank Tout responds to the McGuire and Tyler papers as does Stanley J. Gross. (CJB)

**ED 240 090** SP 023 777

*Tyler, Ralph W.*

**Curriculum Development and Research.**

Pub Date—84

Note—20p; In: Hosford, Philip L., Ed. *Using What We Know About Teaching*. Virginia, Association for Supervision and Curriculum Development, 1984. p29-48.

Available from—Not available separately, see SP 023 775.

Pub Type—Information Analyses (070) — Opinion Papers (120)

**Document Not Available from EDRS.**

Descriptors—Action Research, Behavioral Objectives, "Curriculum Development, Curriculum Evaluation, "Curriculum Research, Elementary Secondary Education, Learning Experience, Participative Decision Making, "Research Utilization

Identifiers—"Research Practice Relationship

Ralph W. Tyler's paper on "Curriculum Development and Research" contains examples of research findings which were or were not used in efforts to change or develop curriculum. The roles, use, and importance of action research, formulation of objectives, planning and organization of learning experiences, program assessment, relationship between research and practice, and the improvement of research utilization are also discussed. Barry M. Franklin's response to Tyler's paper suggests that the relationship between curriculum research and practice is more complex and ambiguous than Tyler's portrayal. In another response to Tyler's paper, Robert S. Gilchrist adds that curriculum development should be undergirded with an understanding of the needs of human beings and that those affected by the curriculum should be involved in its development. (CJB)

**ED 240 091** SP 023 778

*Berliner, David C.*

**The Half-Full Glass: A Review of Research on Teaching.**

Pub Date—84

Note—34p; In: Hosford, Philip L., Ed. *Using What We Know About Teaching*. Virginia, Association for Supervision and Curriculum Development, 1984. p51-84.

Available from—Not available separately, see SP 023 775.

Pub Type—Information Analyses (070)

**Document Not Available from EDRS.**

Descriptors—Academic Achievement, Classroom Environment, "Classroom Research, Decision Making, Educational Assessment, "Educational Research, Elementary Secondary Education, Instructional Development, "Research Utilization, "Teacher Education, "Teaching (Occupation)

Identifiers—"Research Practice Relationship

David C. Berliner's title paper is a research review which explores factors that can be controlled or influenced by teachers and that are known to affect student behavior, attitudes, and achievement. Pre-instructional factors include decisions about content, time allocation, pacing, grouping, and activity structures. "During-Instruction" factors include engaged time, time management, monitoring success rate, academic learning time, monitoring, structuring, and questioning. Communicating academic expectations for achievement; developing a safe, orderly, and academically focused environment; sensible management of deviancy; and developing cooperative learning environments are climate factors. Among post-instructional factors are tests, grades, and feedback. Jane H. Applegate's response to Berliner's paper agrees that educational research has many promising avenues but also states that the research results must be useful to teachers and in a form that they can use. Ken Henson's response also states that educators must keep abreast of research and that they must use such findings to improve education. (CJB)

**ED 240 092** SP 023 779

*Rogers, Vincent R.*

**Qualitative Research—Another Way of Knowing.**

Pub Date—84

Note—27p; In: Hosford, Philip L., Ed. *Using What We Know About Teaching*. Virginia, Association

for Supervision and Curriculum Development, 1984. p85-111.

Available from—Not available separately, see SP 023 775.

Pub Type—Information Analyses (070)

**Document Not Available from EDRS.**

Descriptors—Data Collection, "Educational Environment, "Educational Research, Elementary Secondary Education, Group Dynamics, "Human Relations, Individual Development, "Interaction, "Observation, Research Methodology, Research Utilization, Student Teacher Relationship

Identifiers—"Qualitative Research, Research Practice Relationship

Qualitative research is based on the direct observation of human activity and interaction in an ongoing, naturalistic fashion. Qualitative researchers are concerned with the internal life of schools; what is really occurring in classrooms, corridors, cafeterias, and playgrounds. Qualitative researchers look at what people ordinarily take for granted with fresh eyes and see events, with all their subtleties and nuances. Qualitative researchers participate and observe, or simply observe; they conduct concentrated studies of single individuals and groups; they interview, use field notes, audio and videotaped data, film, personal and official documents, photographs, various forms of unobtrusive data as well as quantifiable data. They study uses of physical space and analyze book and magazine content. They use sampling techniques, occasionally compare one group with another, and often combine qualitative and quantitative research methodologies. Their studies may last from a few months to a few years, but their goal remains to observe and study human activity in its natural setting. The author provides short synopses of 13 education related qualitatively based studies. He also summarizes six major qualitative research studies. Responses to this paper are offered by William D. Corbett and Anne Roney. (JMK)

**ED 240 093** SP 023 780

*Hilliard, Asa G. III*

**Democracy in Evaluation: The Evolution of an Art-Science in Context.**

Pub Date—84

Note—26p; In: Hosford, Philip L., Ed. *Using What We Know About Teaching*. Virginia, Association for Supervision and Curriculum Development, 1984. p113-138.

Available from—Not available separately, see SP 023 775.

Pub Type—Information Analyses (070) — Opinion Papers (120)

**Document Not Available from EDRS.**

Descriptors—"Democratic Values, "Educational Assessment, Educational Environment, Educational History, Educational Research, Elementary Secondary Education, "Evaluation Methods, "Evaluation Needs, Research Utilization, Student Evaluation, Student School Relationship, Student Teacher Relationship

Identifiers—Research Practice Relationship

Effective evaluation requires evaluators and users to be clear about tasks they are performing in terms of purpose for evaluation, type of data-gathering procedures to be used, and the audience to which results are to be directed. Four things are required if the art-science of educational evaluation is to reach its full potential: (1) an explicit comprehensive model of the evaluation process, reflecting the complexity of the educational ecosystem; (2) explicit, articulated, and valid pedagogies available for application and use; (3) available valid testing and assessment procedures; and (4) theoretical and philosophical clarity. A democratic evaluation process concerns itself with the active, critical initiative of the learner and not simply with the academic outcomes of the learning process as reflected in standardized achievement tests. Three recent, unique approaches to evaluation are discussed: (1) interaction between child and teacher as the primary unit of analysis; (2) interaction between teachers and individual classrooms as the primary unit of analysis; and (3) using the whole school as the primary unit of analysis. Reactions to this article are offered by Daniel L. Stufflebeam, Robert J. Munnely, and Gilbert N. Garcia. (JMK)

**ED 240 094** SP 023 781

*Hosford, Philip L.*

**The Art of Applying the Science of Education.**

Pub Date—84

Note—28p; In: Hosford, Philip L., Ed. *Using What We Know About Teaching*. Virginia, Association for Supervision and Curriculum Development,

1984. p141-168.

Available from—Not available separately, see SP 023 775.

Pub Type—Information Analyses (070) — Opinion Papers (120)

**Document Not Available from EDRS.**

Descriptors—Class Organization, "Classroom Observation Techniques, Educational Research, "Education Majors, "Evaluation Criteria, "Evaluation Methods, Expectation, Higher Education, Preservice Teacher Education, Research Utilization, Student Evaluation, Teacher Attitudes, "Teacher Effectiveness, "Teacher Evaluation, Teacher Motivation, Time on Task

Identifiers—"Hidden Curriculum, Research Practice Relationship

The knowledge and abilities are available today to ensure that teacher preparation programs graduate only potentially superior teachers. Process-product research of the past decade has confirmed many aspects of what superior teachers in prior times knew only intuitively. To aid in the organization of this research the acronym TEMPO can be used. T stands for time-on-task; E equals expectation; M indicates monitoring; P means problems assigned; and O stands for organization. Taken as a group, the components of TEMPO formulate a systematic approach toward improving instructional effectiveness. Another essential element that effective teachers possess are individual "Silent Curricula," which combine the desire for learning, respect for others, and improved self-concept. Selected nonstandardized procedures for measuring elements of TEMPO and the Silent Curriculum that are simple and cost-effective are discussed. Such objectively gained measurements in the areas represented by TEMPO and the Silent Curriculum are viewed as essential to achieving the connection of knowledge to practice. Responses to this article are offered by John J. Koehn, Patricia B. Allen, and Sidney H. Estes. (JMK)

**ED 240 095** SP 023 782

*Hunter, Madeline*

**Knowing, Teaching, and Supervising.**

Pub Date—84

Note—35p; In: Hosford, Philip L., Ed. *Using What We Know About Teaching*. Virginia, Association for Supervision and Curriculum Development, 1984. p169-203.

Available from—Not available separately, see SP 023 775.

Pub Type—Information Analyses (070) — Opinion Papers (120)

**Document Not Available from EDRS.**

Descriptors—Educational Research, Elementary Secondary Education, "Evaluation Criteria, Evaluation Methods, Inservice Teacher Education, Lesson Plans, Preservice Teacher Education, Principals, Research Utilization, Teacher Attitudes, "Teacher Behavior, "Teacher Evaluation, Teacher Improvement, Teacher Role, Teaching Methods

Identifiers—"Research Practice Relationship

Teaching is an applied science derived from research in human learning and behavior. The science of teaching is based on cause-effect relationships existing in three categories of teacher decision-making (content, learner behavior, and teaching behaviors). Several "templates" can be used to describe, interpret, and evaluate either formatively, to improve the teaching process, or summatively, to categorize teaching quality. One template is an examination and interpretation of teacher decisions and behaviors in terms of the three previously mentioned categories. A second template is lesson design, and the third template is the TA III (Teaching Appraisal for Instructional Improvement Instrument). This instrument was developed to document changes in teachers' decisions and behaviors and to validate positive influence of those changes in student learning gains. A principal's responsibilities for teacher evaluation are also discussed; the role of preservice and inservice education receives attention. Responses to this article are offered by Susan B. Leahy and Arthur L. Costa. (JMK)

**ED 240 096** SP 023 801

*Hughes, Robert, Jr. Hukill, Hobart*

**Participant Characteristics, Change, and Outcomes in Preservice Clinical Teacher Education.**

**Clinical Teacher Education—Preservice Series.**

Texas Univ., Austin. Research and Development Center for Teacher Education.

Report No.—RDCTE-9020

Pub Date—Jul 82

Note—210p.; For related documents, see SP 023 803-806 and SP 023 813.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Attitude Change, \*Cooperating Teachers, Higher Education, \*Individual Characteristics, Interpersonal Relationship, Measurement Techniques, \*Measures (Individuals), Participant Satisfaction, Preservice Teacher Education, Self Concept, \*Student Teachers, \*Student Teacher Supervisors, Student Teaching

A large-scale descriptive study of preservice clinical teacher education was conducted in 2 sites, involving 88 cooperating teachers, 93 student teachers, and 17 university supervisors. This report discusses the perspectives of the participants. Student teachers, cooperating teachers, and university supervisors are discussed in terms of personality characteristics, cognitive characteristics, and professional orientation. Changes in these characteristics and orientations are described, and outcomes of the experience are examined. Relationships among characteristics, change, and outcomes are noted. Results indicated that each of the participants experienced some change over the course of student teaching. Student teachers showed the most change, followed by the cooperating teachers, and then the university supervisors. All experienced some change in terms of their concerns; however, most of the change showed a decrease in concerns. Appendixes include samples of measurement instruments used in the study and tables displaying the data collected. (JD)

ED 240 097 SP 023 802

Hughes, Robert, Jr. And Others

Personality Factors in the Student Teaching Triad. Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—RDCTE-9021

Pub Date—Mar 82

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Cooperating Teachers, Empathy, Higher Education, \*Individual Characteristics, Interpersonal Competence, \*Personality Measures, \*Personality Traits, Preservice Teacher Education, \*Research Methodology, Self Esteem, Student Teachers, Student Teacher Supervisors, Teacher Evaluation, \*Test Validity

A match or mis-match of cooperating teachers and student teachers on personality characteristics may have an important role in the overall effectiveness of the student teaching experience. Among the different personality factors that may affect participant relationships are flexibility, empathy, and self-esteem. To assess the validity of measures of these traits, 63 cooperating teachers rated themselves on 3 instruments: the Self-Perception Inventory, the Rehfish Rigidity Scale, and the Empathy Construct Rating Scale. Their student teachers and university supervisors rated them on the same instruments. The convergent and discriminant validities were examined for each instrument. Of the scales used to assess the three personality factors which may influence relationships among student teaching triads, only one, the instrument intended to assess flexibility (Rehfish Rigidity Scale), showed adequate validity through the statistically rigorous multitrait-multimethod design. The results of the study emphasize the need for further methodological studies in the examination of teacher characteristics. (JD)

ED 240 098 SP 023 803

Defino, Maria And Others

The Context of Clinical Preservice Teacher Education: The Student Teaching Experience. Clinical Teacher Education - Preservice Series.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—RDCTE-9022

Pub Date—Sep 82

Note—153p.; For related documents, see SP 023 801, SP 023 804-806, and SP 023 813.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—\*College School Cooperation, \*Coop-

erating Teachers, \*Educational Environment, Higher Education, \*Institutional Characteristics, Preservice Teacher Education, School Districts, Student Characteristics, \*Student Teacher Supervisors, \*Student Teaching, Teacher Characteristics, Teacher Placement, Teacher Responsibility, Teacher Role

This report contains findings and discussion concerning the influence of contextual factors upon the student teaching experience. Introductory remarks explain the rationale for the study as well as the substance of other documents resulting from it. A section describing methodology reports that data for the study were collected from two sites: a large public university whose student teachers were assigned to mid-sized urban or small suburban school districts, and a large private university which worked with an urban school district. Demographic characteristics of the two settings (such as faculty composition, class size, etc.) are reviewed, and their possible relationship to several quantitative indicators are explored. Formal rules and regulations, published by participating teacher education institutions and school districts, to govern student teaching are presented and compared. Available data about informal organizational properties, such as reward and support systems for each participant role (student teacher, cooperating teacher, and university supervisor), are reviewed and discussed. Implications of the findings for practitioners and researchers in teacher education are included throughout the text. (JD)

ED 240 099 SP 023 804

Edwards, Sara A.

Clinical Preservice Activities: Education, Development, Training—Three Case Studies. Clinical Teacher Education - Preservice Series.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—RDCTE-9023

Pub Date—Nov 82

Note—117p.; For related documents, see SP 023 801, SP 023 803-806, and SP 023 813.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Cooperating Teachers, Higher Education, \*Individual Characteristics, Participant Satisfaction, Preservice Teacher Education, Student Evaluation of Teacher Performance, \*Student Teacher Relationship, \*Student Teachers, \*Student Teacher Supervisors

This report is one in a series presenting findings from a major multi-site investigation into clinical preservice teacher education. The larger study makes available an in-depth description of participants, practice, and outcomes of the student teaching experience in two settings. This report presents, through three selected case studies, one facet of that comprehensive picture: a view of the idiosyncratic aspects of the experience as it is shaped by the individual characteristics of the participants in interaction within a specific context. Intensive examination of the experiences of these three student teaching situations indicated that: (1) There is a lack of an articulated, agreed-upon knowledge base regarding either the context and process of teaching or the content and process of training of the student teacher; (2) Personal characteristics of the members of the student teaching triad are highly predictive of the interactions and evaluations which take place in the clinical experience; and (3) Craft knowledge and "common sense" are the basis of most on-the-scene decisions regarding specific experiences and behaviors. Conclusions drawn from findings, and implications for practitioners and researchers, are included in the report. (Author/JD)

ED 240 100 SP 023 805

Griffin, Gary A. And Others

Clinical Preservice Teacher Education: Final Report of a Descriptive Study. Clinical Teacher Education - Preservice Series.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Report No.—RDCTE-9025

Pub Date—Feb 83

Note—387p.; For related documents, see SP 023 801, SP 023 803-806, and SP 023 813.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors—Classroom Techniques, \*College School Cooperation, \*Cooperating Teachers, Educational Environment, Higher Education, Indi-

vidual Characteristics, Institutional Characteristics, Preservice Teacher Education, Program Effectiveness, Program Evaluation, Student Behavior, \*Student Teachers, Teacher Characteristics, Teacher Effectiveness

Identifiers—\*Student Teacher Characteristics

This final report, resulting from a major, multi-site, multi-method investigation of student teaching, first details reasons for and purposes of the study. Data collection and analysis methods and procedures are specified, and a comprehensive demographic description of the sites and study participants is provided. Personal and professional characteristics of individuals in the study are described, culminating in profiles of the "average" student teacher, cooperating teacher, and university supervisor. The contexts of student teaching are described, with attention on formal and informal organizational properties which affect the experience. Supervision and evaluation of student teaching are described and discussed in relation to formal procedures and in terms of the degree of congruity achieved across data bases. Several outcomes of student teaching are identified and reported, including final evaluations, student teacher satisfaction, the degree to which expectations are met, and performance ratings. Findings pertaining to observational data of both student and cooperating teachers are presented, organized around variables established as related to effective teaching. The final chapter discusses study findings in relation to the broad picture of teacher education and includes recommendations for practice and further research. (Author/JD)

ED 240 101 SP 023 806

Griffin, Gary A. And Others

Clinical Preservice Teacher Education: Final Report of a Descriptive Study. Executive Summary.

Clinical Teacher Education - Preservice Series.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Report No.—RDCTE-9026

Pub Date—Mar 83

Note—84p.; For related documents, see SP 023 801, SP 023 803-805, and SP 023 813.

Pub Type—Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Classroom Research, \*College School Cooperation, \*Cooperating Teachers, Educational Environment, \*Field Experience Programs, Higher Education, Institutional Characteristics, Preservice Teacher Education, Program Effectiveness, Research Methodology, \*Student Teachers, \*Student Teacher Supervisors, Teacher Effectiveness

A descriptive study examined in detail the student teaching experience in terms of the characteristics and behaviors of cooperating teachers, student teachers, and university supervisors. The interactions, personal and professional, between and among these participants were analyzed, as well as the contexts of the schools and universities in which the student teaching was carried out. This executive summary of the inquiry is introduced by the presentation of a rationale statement, an overview of the problem of student teaching, a conceptualization of student teaching, and a set of research questions which guided the effort. Section 2 reports the methods and procedures used in conducting the study, with particular attention given to both quantitative and qualitative research modes. The sites and participants used in the study are described in section 3. Section 4 presents conclusions which emerged from the study. (JD)

ED 240 102 SP 023 807

Griffin, Gary A. And Others

Interactive Research and Development on Schooling: Executive Summary of the Final Report.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Report No.—RDCTE-9033

Pub Date—Apr 83

Note—74p.; For related document, see ED 234 024.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Educational Research, Elementary Secondary Education, Interaction, Program Design, \*Program Effectiveness, Program Evaluation, Program Implementation, Research and Development, \*Research Skills, Research Utilization, \*Skill Development, \*Teacher Role, \*Teamwork

This document presents the findings of a two-year



investigation of Interactive Research and Development on Schooling (IR&DS). IR&DS is an alternate means of conducting school-based research and development and an extension of Interactive Research and Development on Teaching (IR&DT). IR&DS is seen as a means to: (1) involve school personnel in systematic inquiry; (2) improve the utility of research findings for the improvement of educational practice; (3) reduce the time lag between knowledge generation and knowledge utilization; (4) strengthen local education agency capability to act upon school problems; (5) coordinate school improvement activities between higher education agencies and local education agencies; (6) generate knowledge about schooling practices; and (7) provide professional growth opportunities to participants in the process. This report describes data collected from Interactive Research & Development teams at three New York sites. Context differences and differences in the process of carrying out IR&DS are described. Chapter 1 provides an introduction to the study and an explanation of differences between IR&DT and IR&DS. Chapter 2 discusses study methods and procedures, and chapter 3 talks about organizational contexts. In chapter 4, the process of IR&DS implementation is outlined in detail. Chapter 5 details small group themes, and the sixth chapter offers outcomes and conclusions. (JMK)

ED 240 103

SP 023 809

Defino, Maria E.

The Evaluation of Student Teachers.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Report No.—RDCTE-9041

Pub Date—Apr 83

Note—40p.

Pub Type—Information Analyses (070)—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavior Rating Scales, Cooperating Teachers, \*Evaluation Criteria, \*Evaluation Methods, Higher Education, \*Measurement Techniques, Personality Assessment, Preservice Teacher Education, Student Behavior, \*Student Evaluation, \*Student Teachers, Student Teacher Supervisors, Teacher Effectiveness, \*Teacher Evaluation

Identifiers—\*Student Teacher Evaluation

A review of pertinent literature on the evaluation of student teachers is presented. Descriptions are given of differing evaluation approaches and techniques, and several recent works discussing how to evaluate student teachers are appraised. One of these works focuses on what to avoid in teacher evaluation, while others describe different processes and perspectives (for example, horizontal evaluation or competency-based evaluation). Research on the scope and quality of variables employed for particular approaches to evaluating student teachers is examined. The validity of data obtained from these different evaluation methods is analyzed, with particular focus on the tendency of cooperating teachers and supervisors to inflate grades of students well known to them. An outline is presented of data and findings about student teacher evaluations, resulting from a multi-site, multi-method investigation of the student teacher experience. This examination of the process includes descriptions of the strategies used to analyze the various types of data collected. Implications of the conclusions for further research and improvement of student teacher evaluation, drawn from this study, are offered for consideration. (JD)

ED 240 104

SP 023 811

Barnes, Susan

Student Teachers' Planning and Decision-Making

Related to Pupil Evaluation.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Report No.—RDCTE-9044

Pub Date—Feb 83

Note—22p.

Pub Type—Information Analyses (070)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, \*Cooperating Teachers, \*Evaluation Criteria, \*Evaluation Methods, Higher Education, \*Knowledge Level, Parent Teacher Conferences, Preservice Teacher Education, Reinforcement, \*Student Evaluation, Student Teacher Relationship, \*Student Teachers, Student Teacher Supervisors

Identifiers—Student Teacher Evaluation

Findings of the Clinical Teacher Education-Pres-

ervice Study were examined to determine the extent to which student teachers possessed planning and decision-making skills related to pupil evaluation. The study focused on findings from cooperating teacher-student teacher conferences and journal data regarding planning and evaluation practices of 20 cooperating teachers, 20 student teachers, and 9 university supervisors. Findings revealed that, while teachers appeared to provide classroom pupils with a great deal of ongoing, informal evaluation, little attention was given to informed, conceptually rigorous evaluation. Student teachers gave little evidence of knowledge about evaluating pupils. Generally favorable evaluations of student teachers were evident from both cooperating teachers and university supervisors; there appeared to be little informed negative feedback. Conclusions drawn include: (1) Building a knowledge base of evaluation is needed in teacher education programs; (2) Guidelines for skill levels of pupils at different stages should be shared with preservice teachers; (3) More opportunities to practice planning, execution, and evaluation should be provided; (4) More attention should be given to preparing student teachers for interactions with parents; and (5) Training for cooperating teachers in conferencing with student teachers is needed. (JD)

ED 240 105

SP 023 812

O'Neal, Sharon F.

Developing Effective Instructional Planning and Decision-Making Skills: Are We Training Teachers or Technicians?

Texas Univ., Austin. Research and Development Center for Teacher Education.

Report No.—RDCTE-9046

Pub Date—Mar 83

Note—38p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Classroom Research, \*Cooperating Teachers, \*Decision Making, Higher Education, \*Instructional Development, Lesson Plans, Preservice Teacher Education, \*Student Teacher Relationship, \*Student Teachers, Student Teacher Supervisors, Teacher Attitudes, Teaching Experience

A review of research on teacher decision making and planning outlines findings on teachers' judgments and classification of students, development of lesson plans, and decisions made while actively involved in instruction. Findings from a major study on student teaching are discussed as they apply to teacher decision making. Because the classroom experience is the student teacher's first exposure to instructional judgments, planning, and decision making, review of the study findings focused on the nature of that experience. Analysis was made of audiotaped conferences between cooperating teachers and their student teachers, individual interviews, and personal journals. Descriptions are given of supervisory conferences as well as the participants' perceptions of feedback; these perceptions were then compared to actual supervisory incidences. Findings indicated that student teachers participated little in supervisory conferences and took a minor role in instructional planning and decision making. Recommendations are made for teacher training programs to acquaint student teachers and their cooperating teachers with a variety of models for planning. (JD)

ED 240 106

SP 023 813

O'Neal, Sharon F.

Supervision of Student Teachers: Feedback and Evaluation. Clinical Teacher Education - Preservice Series.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Report No.—RDCTE-9047

Pub Date—Feb 83

Note—117p. For related documents, see SP 023 801 and SP 023 803-806.

Pub Type—Reports—Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Cooperating Teachers, \*Feedback, Field Experience Programs, Formative Evaluation, Higher Education, Preservice Teacher Education, Student Attitudes, \*Student Evaluation, \*Student Teacher Relationship, \*Student Teachers, Student Teacher Supervisors, Summative Evaluation, \*Teacher Evaluation

Identifiers—\*Student Teacher Evaluation

The types of evaluative feedback student teachers received regarding their classroom performance were investigated. Information was obtained from

interviews, journals, conferences, rating scales, and evaluations involving 20 student teachers, 20 cooperating teachers, and 9 university supervisors. This report describes the formative and summative evaluation that took place during the course of student teaching experiences. Content of supervisory conferences and formal, final evaluations are compared to those university protocols regarding the formative and summative evaluation of student teachers. Interview and journal data as well as information reported on individual performance rating scales are described. These data are considered to reflect participants' perceptions, and concerns are compared to conference and final evaluation data to determine congruence. Conclusions are drawn from these findings and hypotheses suggested for future study. (Author/JD)

ED 240 107

SP 023 814

Hukill, Hobart Hughes, G. Robert, Jr.

Teachers for Tomorrow.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Report No.—RDCTE-9049

Pub Date—Apr 83

Note—43p. Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April 11-15, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, \*Cooperating Teachers, \*Evaluation Criteria, Evaluation Methods, \*Futures (of Society), Preservice Teacher Education, Standardized Tests, \*Student Teachers, Student Teaching, Teacher Characteristics, Teacher Education, \*Teacher Effectiveness, Teacher Evaluation, \*Teacher Qualifications

Identifiers—Student Teacher Attitudes

Much concern has been voiced about the quality of teachers newly entering the profession, the teachers of tomorrow. This concern has focused either on teachers' low aptitude and achievement scores or on their low grade point averages. However, numerous other personal and professional characteristics have been shown to be important to successful teaching, including empathy, flexibility, self-esteem, locus of control, conceptual level, educational preference, and teacher concerns. A study was undertaken to provide a comprehensive description of teachers for tomorrow, the student teachers of today. Subjects for this study were 93 student teachers and 88 cooperating teachers. Nine instruments and a background survey were administered to student teachers and cooperating teachers to measure the aforementioned qualities for successful teaching. Most of the instruments were administered at the beginning, middle, and end of the student teaching experience. Study results showed few substantive differences between today's teachers and tomorrow's teachers. Tomorrow's teachers remain predominantly Anglo and female. They come from predominantly middle class backgrounds, though substantial numbers of them attended ethnically mixed secondary schools, somewhat more than today's teachers. Differences that do exist are in the area of workplace concerns, as well as in the expected lower standardized intelligence scores. (JMK)

ED 240 108

SP 023 815

Barnes, Susan

Observer Training Manual for the Changing Teacher Practice Study. Revised Manual.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—RDCTE-9050

Pub Date—Jul 83

Note—72p. For related document, see SP 023 817.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Class Organization, \*Classroom Observation Techniques, Classroom Research, \*Classroom Techniques, Elementary Secondary Education, Inservice Teacher Education, Research Methodology, \*Research Tools, Research Utilization, \*Staff Development, Teacher Behavior, Teaching Methods, Time on Task

Identifiers—\*Changing Teacher Practice Study

This observer training manual was developed as a central component of a research effort, Changing Teacher Practice (CTP), which was designed to increase the frequency of effective teaching behaviors

and staff development strategies in an ongoing school system. The observations focused on two major aspects of classroom teaching-instruction and classroom organization. After an introduction, an overview of the observation process is presented. Four sections provide guidelines for each component of observation: (1) the Barnes Teacher Observation Instrument (BTOI); (2) the Observation Record; (3) the Summary Paragraph; and (4) the Student Engagement Ratings (SER) form. Appendices include a guide for classroom protocol, a list of concepts and terms, a table of random numbers for use with SER forms, a brief description on the observer training, examples of the completed forms, the research basis for the BTOI, and a checklist for observations. (JD)

ED 240 109 SP 023 816

Griffin, Gary A., Ed. Hukill, Hobart, Ed.  
First Years of Teaching: What Are the Pertinent Issues? Proceedings of a National Working Conference (Austin, Texas, 1983).

Texas Univ., Austin. Research and Development Center for Teacher Education.

Report No.—RDCTE-9051

Pub Date—Oct 83

Note—136p.

Pub Type—Information Analyses (070) — Collected Works - Proceedings (021) — Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adjustment (to Environment), Administrator Role, \*Beginning Teachers, Coping, Elementary Secondary Education, \*Helping Relationship, Inservice Teacher Education, Master Teachers, School Role, \*Socialization, \*Social Support Groups, Teacher Attitudes, Teacher Behavior, \*Teacher Orientation, Teacher Responsibility

Sixteen expert educators participated in a working conference on the first years of teaching. The proceedings included two commissioned papers, a panel discussion among three persons engaged in on-going induction programs, and large and small group discussions following each presentation. Kenneth Zeichner's paper, "Individual and Institutional Factors Relating to the Socialization of Teaching," argues that the induction process is more complex, contradictory, and context specific than has been commonly thought. In the second paper, "Learning the Language of Practice," Robert Yinger focuses on the design activities of teaching. Susan Barnes, in the third paper, "Induction Programs: Reports from Three Sites," summarizes the presentations of three people directly involved in established induction programs (Oklahoma, Nebraska, and Florida), comparing and contrasting the features of those programs. In the fourth paper, "Teacher Induction Issues: Themes and Variations," Gary A. Griffin and Hobart Hukill highlight the group discussions which followed the presentations outlined above. Four themes noted as emerging were: (1) roles and responsibilities within teacher induction programs; (2) institutional relationships; (3) expectations; and (4) workplace norms and characteristics. Appended is a list of conference participants. (Author/JMK)

ED 240 110 SP 023 817

Griffin, Gary A. And Others  
Changing Teacher Practice. Final Report of an Experimental Study.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Report No.—RDCTE-9052

Pub Date—Oct 83

Note—277p.; For related document, see SP 023 815.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Academic Achievement, Behavior Change, \*Change Strategies, Classroom Techniques, Elementary Education, \*Improvement Programs, Inservice Teacher Education, Instructional Improvement, \*Research Utilization, \*Staff Development, Teacher Behavior, \*Teacher Effectiveness, Teaching Styles

Identifiers—\*Changing Teacher Practice Study

A pilot study attempted to develop a link between research findings and potential users of those findings. A school-based intervention, Changing Teacher Practice (CTP), was developed to teach school leaders, principals, and resource leaders what research has discovered to be effective teaching and effective staff development. CTP was designed to determine if research findings could be used to im-

prove practice and whether practitioners in a school setting were receptive to knowledge derived from research procedures. A major concern was the effect of staff developers' behaviors upon teachers with whom they worked, and the effects of teachers' behaviors on pupil outcomes. Study topics covered in this report include: (1) purposes, problem, and rationale of the study; (2) review of selected literature on research on teaching and the process of change; (3) design used to determine outcomes at different levels; (4) hypotheses proposed to examine effects of the intervention; (5) description of site and participant selection; (6) intervention training for staff developers: instruments and procedures; (7) findings and analysis of hypotheses; and (8) discussion, implications, and recommendations. Samples of the instruments used in the study (journals, observation processes, questionnaires) are appended. (JD)

ED 240 111 SP 023 818

Zeichner, Kenneth M.  
The Ecology of Field Experience: Toward an Understanding of the Role of Field Experiences in Teacher Development.

Pub Date—Jan 84

Note—43p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (64th, New Orleans, LA, January 28-February 1, 1984).

Pub Type—Information Analyses (070) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Education Majors, \*Field Experience Programs, Higher Education, Individual Development, Preservice Teacher Education, Program Content, Program Design, \*Program Effectiveness, Site Analysis, Student Characteristics, Student Teaching, \*Teaching Experience

There continues to be a great deal of debate about the role that field experiences play in teacher development and about the relative contribution of various individual and institutional factors to the socialization process. Field experiences in teacher education entail a complex set of interactions among program features, settings, and people (the ecology of field experiences); research which seeks to understand the role of these experiences in teacher development must reflect, in its conceptualization and methodology, the dynamic and multidimensional nature of the event being studied. If one accepts this ecological viewpoint, then it becomes necessary to understand the influence of various interacting factors to understand the influence of any given factor. An understanding of three specific elements of this ecology is a necessary ingredient in studies of field experiences: (1) structure and content of field experience programs; (2) the characteristics of placement sites; (3) characteristics, dispositions, and abilities of individual students and their "significant others." The conceptualization of "development" in these studies needs to be broadened to include the documentation of actual actions and interactions and the investigation of unanticipated outcomes. (JMK)

ED 240 112 SP 023 819

Tabachnick, B. Robert And Others  
The Development of Teacher Perspectives.

Wisconsin Center for Education Research, Madison.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Apr 83

Grant—NIE-G-81-0009

Note—87p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April 11-15, 1983). For related document, see SP 023 820.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Attitude Change, \*Beginning Teachers, Elementary Secondary Education, Institutional Characteristics, Job Satisfaction, Peer Acceptance, \*Professional Development, \*Role Perception, \*Socialization, Student Teacher Relationship, \*Student Teachers, \*Teacher Attitudes, Teacher Role, \*Teaching Experience, Teaching Styles

Two-year longitudinal case studies were conducted of four teachers, beginning with the student teaching experience through the first year of teaching. The study explored ways in which teaching perspectives, evidenced at the end of student teaching, are strengthened or modified during the first year of teaching. It also sought to determine who and what

influences the development of teacher perspectives during the first year. Information was gathered through observations and interviews with each subject, colleagues, students, and principal. The study focused on teacher actions and ideas in four specific domains: (1) nature of knowledge, curriculum, and the learning processes; (2) teacher's role; (3) teacher-pupil relationships; and (4) student diversity. A narrative account is presented of each teacher's experiences and the ways in which the teacher adjusted to and complied with accepted practices of the school, or, conversely, adhered to individual perspectives and teaching styles. Appended are definitions for 17 issues or dilemmas of teaching that were used to define teacher perspectives in the study. (JD)

ED 240 113 SP 023 820

Zeichner, Kenneth M. Tabachnick, B. Robert  
Teacher Perspectives in the Face of Institutional Press.

Wisconsin Center for Education Research, Madison.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Apr 83

Grant—NIE-G-81-0009

Note—34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April 11-15, 1983).

For related document, see SP 023 819.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adjustment (to Environment), \*Attitude Change, \*Beginning Teachers, Elementary Education, Individual Characteristics, Institutional Characteristics, Personality Traits, Reference Groups, \*Socialization, Student Teaching, \*Teacher Attitudes, Teacher Orientation, Teacher Role, Teaching Experience

A longitudinal study of four beginning teachers examined the process of socialization during the induction period and the extent to which behavioral conformity to institutional norms reflected inner value commitments and perspectives. During their student teaching experience, the subjects participated in a study which measured their perspectives on the nature of knowledge and function of curriculum, the teacher's role, teacher-pupil relationships, and student diversity. Placed in different settings in their first year of teaching, the subjects were observed and interviewed to monitor their continuing development of teacher perspectives. Of particular interest was the degree to which each teacher felt free to employ initiative and independent judgment, and the extent to which each felt it necessary to conform to expectations of others with respect to what to teach, how to teach, and how to manage the classroom. It was concluded that, despite differing institutional contexts during student teaching and the first year, beginning teachers, under some conditions, maintained a perspective which was in conflict with the dominant institutional cultures in their schools. (JD)

ED 240 114 SP 023 821

Meeting the Challenge: Recent Efforts to Improve Education across the Nation. A Report to the Secretary of Education.

National Commission on Excellence in Education (ED), Washington, DC.

Spons Agency—Department of Education, Washington, DC.

Pub Date—15 Nov 83

Note—134p.; For a related document, see ED 226 006.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Admission Criteria, Educational Change, \*Educational Improvement, \*Educational Quality, \*Educational Trends, Government Role, Graduation Requirements, Merit Pay, Parent Responsibility, Professional Associations, \*School Effectiveness, \*State Standards, Teacher Certification, Teacher Education, Teacher Salaries, Teacher Shortage

Identifiers—\*National Commission on Excellence in Education, \*Nation at Risk (A)

The first section of this report presents an overview of the national response to the report of the National Commission on Excellence in Education, "A Nation at Risk." Responses from the public are cited in the form of quotations from leading publications and results of polls. Responses from the education profession and its national leadership are briefly summarized. Trends in the overall response to the

report are noted, citing in particular trends toward optimism, renewed emphasis on parental responsibility, recognition that the school crisis is not simply fiscal, and a trend toward asking how performance-based salary schedules can be implemented. State and local initiatives to improve education are also pointed out. The body of the report includes: (1) initiatives reported by the 50 states and the District of Columbia; (2) examples of local initiatives in the areas of local commissions and study groups, checking local status against the recommendations of the national report, making changes in local policies or programs, gaining support for local schools, undertaking comprehensive planning efforts, and carrying out comprehensive reforms of school programs; and (3) sample activities of national associations and organizations. An attached supplement dated December 1, 1983 reports more recent efforts to improve education. (JD)

ED 240 115 SP 023 836

Mallery, Anne L. And Others

Assessment of Preservice Teachers in Six Pennsylvania Colleges and Universities.

Pub Date—83

Note—17p; Paper presented at the American Reading Forum (Sarasota, FL, 1983).

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Admission Criteria, Comparative Analysis, \*Education Majors, Grade Point Average, Higher Education, Preservice Teacher Education, Private Colleges, \*Reading Ability, Reading Comprehension, Schools of Education, Sex Differences, \*Student Attitudes, \*Student Evaluation, \*Study Habits, Universities, Vocabulary Skills.

Identifiers—\*Pennsylvania

A study was conducted to identify reading competency standards for students seeking admission to Pennsylvania teacher education programs. The study sought to determine if differences exist in: (1) reading levels, habits, and attitudes of the teacher candidate pool at large public universities, small public universities, and small private church-related colleges; (2) reading levels, habits, and attitudes of males and females; and (3) reading levels, habits, and attitudes of elementary and secondary school teacher education candidates. The Nelson Denny Reading Test Form E and the Brown Holtzman Survey of Study Habits and Attitudes (SSHA) were administered to 407 students in 5 institutions. In addition, the scores of students from another institution on the Nelson Denny Reading Test were used. Admission criteria varied by institution, though each required a 2.0 grade point average. All had developmental courses and a college-level tutoring program available if needed. Little difference was found in the reading scores of students at the different institutions, indicating that admission criteria were sufficiently demanding. This lack of difference held when the sample was analyzed by gender and certification level. Satisfactory findings from the SSHA were attributed to the fact that the students were upperclassmen, and students with poor study habits and attitudes were not likely to remain enrolled. (JD)

ED 240 116 SP 023 841

Project PEAK (Professional Exchange of Academic Knowledge).

Mountain View School District, Calif.; San Jose Union Elementary School District, Calif.

Pub Date—84

Note—5p; Appendices are not included.

Pub Type—Reports — Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Cooperative Programs, Demonstration Programs, Elementary Education, \*Inservice Teacher Education, Master Teachers, \*Peer Teaching, Pilot Projects, Program Descriptions, Program Design, Program Evaluation, \*Resource Teachers, Retrenchment, \*School Districts, \*Staff Development, Teacher Selection

Identifiers—PF Project, Program Objectives

In an attempt to fill the void in staff development caused by declining school revenues, resource teachers will be used to increase the language arts and reading skills of teachers in two cooperating elementary school districts. Resource teachers will receive one day of release time per week to work directly in the classroom with their peers. The key to success will be the selection of the resource teachers. The selection committee will consist of a project director and two members of the curriculum council

from each district. The teachers who are chosen will work together to develop the inservice program. This will be a pilot program and evaluation information will be compiled from many sources. Anticipated outcomes are: (1) increased networking; (2) improved teacher morale; (3) compliance with California's SB 813 in the areas of mentor teacher programs and inservice credit requirements; and (4) continued funding and expansion to other curriculum areas. This document includes a timeline for program implementation. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (DC)

ED 240 117 SP 023 876

Shive, R. Jerrald

The Future: Implications for the Learner.

Pub Date—[80]

Note—12p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Change Agents, Communication Skills, Curriculum Development, Educational Change, \*Educational Needs, Educational Trends, Elementary Secondary Education, \*Futures (of Society), \*Global Approach, Interdisciplinary Approach, \*Problem Solving, Relevance (Education), \*Student Needs, Teacher Education, Values Clarification

Certain world characteristics can no longer be ignored when curriculum is devised for schools and teacher education. The rate of change in our country, and globally, is accelerating. Taking a reconstructionist view, there are certain directions that education should take with respect to content, methodology, values education, and skills. Educators and schools cannot teach students everything they need to know. Schools must not be afraid, however, to confront controversial issues and search for answers, and education's content must be conceptual rather than focused on unrelated facts. Students must learn to inquire, test hypotheses about causes and results, and test consequences of their beliefs. They must be encouraged to think of problems as issues which contain multiple interacting variables, and, given the nature and impact of public policy decisions, education must be interdisciplinary. Moral and value questions must take their place at the heart of the school curriculum, because certain values are necessary to sustain a global society. In a global society of diversity, conflict, and uncertainty, education must provide support for the individual. If students are to participate more effectively in future society, they should learn to communicate effectively with a variety of audiences by developing interpersonal skills. (JMK)

ED 240 118 SP 023 887

Loovis, E. Michael

Physical Education and Related Services in the Future: Where Are We Going and What Will We Be Doing?

Pub Date—Apr 81

Note—17p; Paper presented at the Midwest Conference on Physical Education/Recreation for the Disabled and Handicapped (LaCrosse, WI, April, 1981).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Reports — General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adapted Physical Education, Administrator Role, Elementary Secondary Education, Futures (of Society), Higher Education, Parent School Relationship, Physical Education, Physical Education Teachers, \*Retrenchment, \*Salesmanship, School Community Relationship, Special Education, Student Role, Teacher Role. Physical education (including special/adapted) is currently at a crossroads in its professional life. Analysis reveals that physical education professionals have failed to develop a grass-roots constituency which acts as an advocate when physical education's existence in the public schools is in jeopardy. One method which might circumvent this dilemma is to initiate a sales strategy. This paper shares six power strategies for selling. (1) Never begin a sales call with a presentation. It establishes one-way communication rather than dialogue. (2) Point out only those features/benefits of the product to which the prospect can relate; focus on the specific value the product will have for the prospect. (3) Encourage resistance and deal with it openly and honestly. (4) Make sure the initial sales call includes at least one

request by either the salesperson or the customer for a small favor. This helps to build a continuing relationship. (5) Maintain a dialogue with the prospect. A call every other month is generally not acceptable. (6) Present new and useful information to the prospect each time you make a call. (JMK)

ED 240 119 SP 023 892

Burdin, Joel L. Nutter, Norma

Inventing the Future: Options and Strategies for Educators.

Pub Date—Feb 84

Note—12p; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (36th, San Antonio, TX, February 1-4, 1984). Parts of pages 2-5 were developed in collaboration with Crystal Gipps.

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Change Strategies, Curriculum Design, \*Educational Change, Educational Diagnosis, \*Educational Technology, \*Educational Trends, Elementary Secondary Education, \*Futures (of Society), \*Individual Instruction, Social Change, Teacher Education, \*Teacher Role, Technological Literacy

A brief overview of Alvin Toffler's "waves" explanation of history (agricultural, industrial, and post-industrial) introduces reflections on future educational practices. While the limitations of the typical American home once made it imperative that education occur in centralized places, societal changes, as well as the development of individual learning tools such as television, computers, and learning discs, point toward a future in which the home may become a mainstream location for education. Placing education outside the schools—in homes, in neighborhood centers, and in community businesses and agencies—will change the nature of schools. However, there will continue to be many educational activities within the schools. Students will go there for specific purposes, and educational personnel will operate out of the schools. They will interact through technology with their students elsewhere and use the schools as bases from which to work with students of all ages. Schools will become centers for community educative activities, not only during the traditional times and months of schooling, but also in evenings and during the summer. The varied roles and opportunities of educators are considered. (JD)

ED 240 120 SP 023 899

Mungo, Samuel J.

Experiential Cross-Cultural Approaches in Multicultural Early Field Experiences in the Small Community.

Pub Date—[80]

Note—8p; Document is marginally legible.

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Community Resources, \*Cross Cultural Training, Field Experience Programs, Higher Education, \*Institutionalized Persons, Multicultural Education, \*Nonschool Educational Programs, Nonverbal Communication, \*Sociocultural Patterns, Teacher Education, \*Teaching Experience

Small communities seldom have the ethnic and racial diversity that can provide multicultural experiences for teacher trainees. Cross cultural training, an aspect of multicultural teacher education, provides experience in understanding the way a culture conditions ways of learning, behaving, and perceiving, and the ability to look at cultural phenomenon from the perspective in which it occurs. If experience with cultural diversity is not available, trainees can be placed in settings such as mental health facilities, units for the mentally retarded, alcohol and drug counseling facilities, programs for the aged, programs for abused women, or correctional facilities. Each of these settings can provide a culturally diverse experience. Working in a correctional facility brings quick awareness of the "institutional" culture that the inmates live in. The "drug culture" is in evidence in drug and alcohol abuse programs. Through working with a mental health program which is trying to establish a center for adult mentally retarded in a community, one comes in contact with societal objections similar to those resulting from having an ethnic minority family move into a different community. (JD)

ED 240 121 SP 023 900



Mungo, Samuel J.  
Mental Health and the Intern—A Teacher Training Model.

Pub Date—[82]

Note—9p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cooperative Programs, \*Field Experience Programs, \*Group Dynamics, \*Group Experience, Higher Education, Human Relations, \*Interpersonal Relationship, Peer Influence, School Community Relationship, \*Self Actualization, Student Teachers, Teacher Education

An intern program for teacher trainees at Illinois State University augments the student teaching experience with experience in the surrounding urban community. The urban community experience is used as a vehicle to allow the students to look at their own personal strengths and weaknesses, their willingness to work with others, and their ability to develop cooperative and positive support linkages with their peers, all within the context of an off-campus experience in an urban center. The focus of the program is development of a "group" concept among trainees. In fostering cooperation with each other, sharing, and working through difficult situations or relationships within the group, the mental health of the trainees is strengthened and values are clarified. A discussion is presented of the week-by-week activities and objectives of the program, including feedback, recording of reactions to various situations, individual conferences, and group appraisals. (JD)

## TM

ED 240 122 TM 830 107

Wilson, Kenneth M.

A Study of the Validity of the Restructured GRE Aptitude Test for Predicting First-Year Performance in Graduate Study.

Educational Testing Service, Princeton, N.J.

Spons Agency—Graduate Record Examinations Board, Princeton, N.J.

Report No.—ETS-RR-82-34; GREB-RR-78-6R

Pub Date—Oct 82

Note—69p.

Available from—Educational Testing Service, c/o

Virginia Cox, Graduate Record Examination Program, Princeton, NJ 08541 (Single copies free).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*College Entrance Examinations, \*Data Analysis, Grade Point Average, Graduate Study, Higher Education, Performance Factors, \*Predictive Validity, \*Scores, Test Interpretation, Test Validity

Identifiers—Test Revision, \*Validity Research  
Initiated in 1979, this study obtained empirical evidence regarding the predictive validity of the restructured Graduate Record Examination (GRE) Aptitude Test. Of special concern were the questions regarding the contribution of the analytical section, as well as obtaining evidence of the correlational validity of scores on the restructured verbal and quantitative sections. The reported results are based on analyses of data for 100 small departmental samples (36 graduate schools) from the fields of English, education, history, economics, chemistry, mathematics, computer science, and economics. Following the descriptions of analytical rationale and assumptions, assessments of validity are based on samples of departmental data pooled by field. The results provide preliminary evidence of the validity of the restructured GRE Aptitude Test (and selected other predictors) for predicting first-year graduate grade-point average in samples of first-time graduate students entering in fall 1978, in subgroups defined in terms of sex, and in samples of self-identified minority students. (PN)

ED 240 123 TM 830 539

Bennett, Randy Elliot

Project SPECIAL: System Evaluation Report.

New Jersey State Dept. of Education, Trenton. Bureau of Special Education and Pupil Personnel Services.

Pub Date—Mar 83

Note—177p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—\*Administrators, Computer Oriented Programs, Decision Making, Disabilities, Educa-

tional Legislation, Elementary Secondary Education, \*Formative Evaluation, \*Management Information Systems, \*Pilot Projects, \*Special Education, State Departments of Education  
Identifiers—Distributed Data Processing Systems  
Project SPECIAL was undertaken as a pilot test of the application of computer/communications technology to problems in special education information management. The objective of the project was to create a prototype county-wide system for special education administrators at the local, county, and state levels. The system was intended to meet the needs of these administrators to maintain accurate information about special education regulations, and provide timely, accurate status reporting as required by state and federal legislation with minimal use of local district staff time. The report evaluates the information management system developed through the project by first placing the system within the context of the larger project and then discussing the content and functioning of the system itself. The evaluation is from a formative perspective and recommendations are offered for improving the project system. The majority of the document consists of the appendices, which contain a district system user's guide, as well as a county/state system user's guide for Project SPECIAL. (PN)

ED 240 124 TM 830 546

State and District Report of Results, 1981-1982.

Florida State Dept. of Education, Tallahassee. Div. of Public Schools.

Pub Date—Apr 82

Note—159p; Small print in Appendix D.

Pub Type—Numerical/Quantitative Data (110) — Reports - Evaluative (142)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Academic Achievement, \*Basic Skills, \*Educational Assessment, Elementary Secondary Education, Mathematics Skills, \*Minimum Competency Testing, Reading Skills, School Districts, State Departments of Education, State Standards, Testing Programs, \*Test Results, Writing Skills

Identifiers—\*Florida State Student Assessment Test

The Student Assessment and Minimum Student Performance Standards Sections of the Florida Department of Education present the results of the April and October 1981 administrations of the State Student Assessment Test, Parts I (basic skills) and II (application of basic skills). Grades 3, 5, 8, and 11 were measured on minimal performance in the basic skills area of reading, writing, and mathematics. Across the tested grades, students did very well on many of the State Student Assessment Test, Part I standards, and performance was adequate on others. Some Mathematics standards were more difficult for all grade levels than were the majority of reading and writing standards. In Communication Skills, only the eleventh-grade writing standard that required students to punctuate correctly, the two eighth-grade reading logical thinking standards, and the fifth grade standard of determining the main idea of a message had mastery rates of below 70 percent. In Mathematics, less than 70 percent mastery rate was achieved by fifth graders in solving the practical problems of whole numbers and money and of interpreting graphs. Eighth graders had difficulties with solving money problems, and adding and subtracting fractions; and eleventh graders, multiplying fractions. (Author/PN)

ED 240 125 TM 830 721

Urban, Harold And Others

The Effect of Test-Wisness Training on the Achievement of Third and Fifth Grade Students.

Pub Date—Apr 83

Note—31p; Presented at the Annual Meeting of the National Council on Measurement in Education (Montreal, Quebec, April 12-14, 1983).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Achievement Gains, Elementary Education, Intentional Learning, \*Mathematics Achievement, Pretests Posttests, Racial Differences, \*Reading Achievement, \*Scores, Sex Differences, Test Coaching, \*Test Wiseness

The objective of the present research was to investigate the effects of test-wisness training on achievement. The study involved 208 Black, White and Hispanic students in grades three and five. An experimental training session was employed to test whether four aspects of test-wisness (following directions, guessing, answer changing, and use of

time) would interact with race and sex in math and reading achievement using a post- and delayed post-test. For the fifth grade, the results indicated that students in the training groups scored higher than the controls in math on both the post- and delayed post-test. No training effects were significant at the third grade, nor were any of the interactions between training and race or training and sex at either the third or fifth grade. Recommendations for further research are offered. (Author)

ED 240 126

TM 830 795

Medley, Don

A Professional Examination for Teachers: A Long Range Plan for the Future of the Professional Section of the NTE Common Examinations.

Pub Date—Sep 81

Note—32p; Prepared for the Policy Council of the National Teacher Examinations.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Beginning Teachers, Elementary School Teachers, Long Range Planning, \*Problem Solving, Professional Occupations, Secondary School Teachers, Standardized Tests, Teacher Effectiveness, \*Teacher Evaluation, Teacher Qualifications, \*Teaching Skills, \*Test Construction Identifiers—\*National Teacher Examinations

A plan for a completely revised professional section of the National Teacher Examinations Common Examinations is proposed. These exams must be designed to assess the central competency that a teacher must acquire and maintain: skill in professional problem-solving. Professional problems are not all soluble, and the solutions to many of those that are soluble are unknown to science. The essence of professional problem-solving is the routine application to educational problems of certain competencies: information-gathering skills, professional values, professional knowledge, decision-making skills, and performance skills. The items on the proposed examinations should be cast in the form of problems encountered by teachers in practice, which the candidate must solve. The measurement of individual competencies should be a secondary purpose of the examinations; its first purpose is to measure how much skill in professional problem-solving a teacher has. (BW)

ED 240 127

TM 830 796

Smith, B. Othanel

Mapping a Program for Teacher Examinations.

Pub Date—[80]

Note—40p; Legibility problems due to faint print on some pages. Prepared for the Policy Council of the National Teacher Examinations.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Beginning Teachers, \*Educational Principles, Educational Theories, Elementary School Teachers, Long Range Planning, Preservice Teacher Education, Secondary School Teachers, \*Teacher Education Programs, \*Teacher Evaluation, \*Teaching Models, Teaching Skills, \*Test Construction, Test Items Identifiers—\*Blooms Taxonomy, \*National Teacher Examinations

A plan is proposed for the revision of the National Teacher Examinations. The plan is based on measuring what is taught in teacher education curricula. Preservice pedagogical education consists of two types of studies: academic pedagogy and clinical pedagogy. Academic pedagogy consists of concepts and principles pertaining to the making of policies and programs and to legal and ethical questions. Achievement in academic pedagogy can be tested at any level of Bloom's taxonomy. Between academic pedagogy and clinical pedagogy is a component of teacher education that centers in curriculum study and evaluation, the teachable object on which instruction focuses and for which students are held accountable. Clinical studies are those which involve the student in observation and performance of classroom work. Tests of teacher competence should cover both academic and clinical pedagogy. Items at the first two levels of Bloom's taxonomy can be used to test the student's understanding of terms, concepts, and principles used in professional communication. Items above the second level can be designed to test the student's ability to perform in the classroom and school. (BW)

ED 240 128

TM 830 801

Osten, Catherine G.

Benefits of Program Review.

Pub Date—Oct 83

Note—15p.; Paper presented at the Annual Meeting of the Rocky Mountain Association for Institutional Research/Southwestern Region of the Society for College and University Planning (Taos, NM, October 12-14, 1983).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Departments, \*Educational Planning, Evaluation Methods, Higher Education, Institutional Evaluation, \*Instructional Improvement, \*Program Evaluation, \*Resource Allocation, Self Evaluation (Groups)

Identifiers—\*University of Colorado Boulder  
The University of Colorado at Boulder is in the fifth year of a seven-year cycle of program review of academic units on the campus, primarily focusing on improving weak programs through a system of self-study designed to specifically address concerns of fairness, credibility, and usefulness. The units under review use data provided by the Office of Academic Planning, as well as faculty vitae, to analyze the department's strengths and weaknesses, undergraduate and graduate instruction in the department, research and publication productivity of the faculty, and service; and to address plans for improvement of departmental productivity. These reports and one from an external review are submitted to the Program Review Panel (PRP), which submits findings and recommendations to the Vice Chancellor for Academic Affairs. The unit is expected to make periodic progress reports to the Vice Chancellor regarding the implementation of suggestions from the panel. The general consensus of the PRP is that the key part of the review is the self-study and that greater strength can be realized when units choose to focus their resources on a limited number of objectives. Recently, the Boulder Campus has begun a series of program enrichments representing the integration of the review process and planning and budget allocation on the campus. (PN)

ED 240 129 TM 830 813

Brown, David M. Ott, David A.  
A Study Investigating the Feasibility of Creating a Short Form of the WISC-R for Disabled Readers.

Pub Date—Nov 83

Note—11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (12th, Nashville, TN, November 16-18, 1983).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Correlation, Elementary Secondary Education, \*Feasibility Studies, \*Intelligence Tests, Reading Centers, \*Reading Difficulties, Reading Tests, \*Test Construction, \*Test Validity Identifiers—Saint Louis Spelling Test, Sucher Allred Reading Placement Inventory, \*Wechsler Intelligence Scale for Children (Revised), \*Wechsler Intelligence Scales Short Forms, Woodcock Reading Mastery Test

The purpose of this study was to investigate the feasibility of creating a short form of the Wechsler Intelligence Scale for Children-Revised (WISC-R) for use in a clinical setting with disabled readers. The subjects were 100 clients ages six to sixteen of the Belser-Parton Reading Center at the University of Alabama whose files contained scores for all ten subtests of the WISC-R, a Full Scale Intelligence Quotient (FSIQ), a Sucher-Allred Reading Placement Inventory, a St. Louis Spelling Test, and the Woodcock Reading Mastery Tests. Initially, the reading test scores and the FSIQ's were used to verify the existence of a reading disability in the subjects. A multiple-R calculation was performed using a program from the Statistical Package for the Social Sciences on the University's Univac 1100 computer to determine the extent of correlation between the scores on the WISC-R subtests and the FSIQ's. The Comprehension, Vocabulary, Object Assembly, and Arithmetic subtests correlated highly with the FSIQ's. Based on these results, it appears that this tetrad of subtests may constitute a valid short form of the WISC-R for use in a clinical setting with disabled readers. (Author)

ED 240 130 TM 830 827

Gelles, Richard J.  
Parental Child Snatching: The Use of Telephone Survey Techniques to Study a Hidden Family Problem.

Pub Date—11 Oct 83

Note—23p.; Paper presented at the Annual Meeting of the National Council on Family Relations

(St. Paul, MN, October 11-15, 1983).

Available from—Richard J. Gelles, Ph.D., Department of Sociology, University of Rhode Island, Kingston, RI, 02881 (\$2.00).

Pub Type—Speeches/Meeting Papers (150)—Information Analyses (070)—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Children, Cost Effectiveness, \*Family Problems, \*Interviews, Marital Satisfaction, Research Design, Research Methodology, \*Research Problems, \*Surveys

Identifiers—Kidnapping, \*Parental Child Snatching, \*Telephone Surveys  
This paper discusses the problems of conducting research on a low-base rate sensitive family problem, parental child snatching, and proposes that telephone interviewing is a cost efficient and methodologically appropriate solution to these problems. The paper reviews the scant literature on parental child snatching by presenting what are considered the "known facts" about child snatching, and then commenting on the empirical evidence (or lack of evidence) behind these "facts." Next, the paper reviews the advantages and disadvantages of survey research using telephone interviewing techniques. These advantages and disadvantages are reviewed both in terms of the specific topic of child snatching and wider applicability to family research. A preliminary survey of the incidence of child snatching is reviewed, and future research on this topic is discussed. The paper concludes with a general review of the strategy of telephone interviewing. (Author)

ED 240 131 TM 832 011

Academic Decathlon.  
Association of California School Administrators.

Pub Date—May 83

Note—7p.; In its: ACSA Research, Evaluation and Accreditation Committee. Report, May 1983, pp.1-4.

Available from—ACSA's Foundation for Educational Administration, 1575 Old Bayshore Highway, Burlingame, CA 94010.

Pub Type—Reports—Descriptive (141)—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Academic Achievement, \*Competition, High Schools, High School Students, Institutional Cooperation, Position Papers, Program Descriptions, Student Motivation, Testing, Testing Problems

Identifiers—\*Academic Decathlon, \*Contests, PF Project

This position paper from the Research, Evaluation, and Accreditation Committee of the Association of California School Administrators (ACSA) presents a description of the Academic Decathlon program and offers recommendations for improving the program and ways that ACSA can assist the program. The description of the Academic Decathlon, a ten-event academic competition for high school juniors and seniors, includes history; purposes; competition events; participant selection; team composition; competitions at the school, county, state (California), and national levels; awards presented at the state level; sponsors; and coaches. The ACSA committee concludes that the program can be an effective motivator for student achievement; however, three problems need to be addressed: (1) tests need to be validated and scoring procedures need to be reviewed; (2) uniform procedures should be developed to coordinate test administration at the county level; and (3) ongoing financial support must be obtained. The committee recommends that ACSA support the concept of the Academic Decathlon and appoint a liaison with the Academic Decathlon Board of Directors to work on the problems. (DC)

ED 240 132 TM 832 012

How To Get the Most from a WASC Accreditation Investment.

Association of California School Administrators.

Pub Date—May 83

Note—6p.; In its: ACSA Research, Evaluation and Accreditation Committee. Report, May 1983, pp.1-3.

Available from—ACSA's Foundation for Educational Administration, 1575 Old Bayshore Highway, Burlingame, CA 94010.

Pub Type—Guides—Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

able from EDRS.

Descriptors—\*Accreditation (Institutions), Accrediting Agencies, Committees, Educational Cooperation, Educational Improvement, Elementary Secondary Education, Evaluation Methods, Guidelines, \*Institutional Evaluation, School Role, School Visitation, \*Self Evaluation (Groups)

Identifiers—PF Project, \*Western Association of Schools and Colleges

The accreditation process of the Western Association of Schools and Colleges (WASC) is described along with recommendations to help schools make the most of the process. Following a brief description of the purpose and composition of WASC, the four steps of the accreditation process are listed: (1) the use of a school self-evaluation instrument; (2) a visit by a committee of three to seven members; (3) a report from the visitation committee noting areas of strengths and weaknesses; and (4) a review of the report by the WASC Accrediting Commission to determine the term of accreditation. Recommendations developed by the Research, Evaluation, and Accreditation Committee of the Association of California School Administrators (ACSA) are offered to help schools fully utilize the accreditation process. The recommendations are divided into three areas: the self-study, the visiting committee, and the follow-up. (DC)

ED 240 133 TM 832 023

Academic Competitions.  
Marin County Office of Education, San Rafael, CA.

Pub Date—84

Note—10p.

Pub Type—Reports—Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, \*Community Support, \*Competition, County Programs, Demonstration Programs, Intermediate Grades, Program Descriptions, \*School Business Relationship, Science Fairs, Secondary Education, Spelling

Identifiers—Academic Decathlon, \*California (Marin County), \*Contests, Mathematics Contests, PF Project, Sponsors

Descriptions of scholastic competitions for Marin County (California) students are presented. Following a rationale for conducting scholastic competitions, community groups and businesses which lend support are listed along with the type of support given. Participating grade levels, dates of competition during the 1983-84 school year, and a brief description are given for each of the following five competitions: (1) spelling bees; (2) countywide science fair; (3) San Francisco Bay Area Science Fair; (4) mathematics competition or mathletes; and (5) the Marin/Sonoma Counties Academic Decathlon. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (DC)

ED 240 134 TM 832 029

Schoollympics.  
Burlingame Elementary School District, CA.

Pub Date—84

Note—53p.

Pub Type—Reports—Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Academic Achievement, \*Athletics, Community Involvement, \*Competition, Demonstration Programs, \*Educational Games, Guidelines, Junior High Schools, Middle Schools, Program Descriptions, Staff Role, Student Motivation, \*Student Participation

Identifiers—\*Contests, \*Olympic Games, PF Project

A program description and two booklets provide information about the May 1980 Schoollympics Games held at Burlingame Intermediate School (California). The description of the 10-day, school-wide event includes: (1) the use of all areas of the curriculum in the competitive events; (2) the involvement of students, staff, parents, and community; (3) the selection and study of a country by each homeroom; (4) the opening day ceremonies; and (5) the special assembly for the awarding of medals. The booklets, providing information about the planning and organization of the event, contain goals and objectives; lists of participants, contests, and the country represented; the schedule of events; the opening day ceremonies; Schoollympic general rules; and descriptions of each contest including its

requirements, rules, and the officials needed. Some of the competitive events are mathematics contests, a spelling marathon, a tug of war, track and field events, and gymnastics competitions. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (EM)

**ED 240 135** TM 832 030

**Academic Decathlon—San Diego County.**  
San Diego County Office of Education, CA.  
Pub Date—84

Note—19p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Achievement, \*Competition, Demonstration Programs, Grade 11, Grade 12, High Schools, High School Students, Program Descriptions, Publicity

Identifiers—\*Academic Decathlon, California (San Diego County), \*Contests, PF Project

Publicity materials and a brief program description of the 1983 San Diego County (California) Academic Decathlon are presented. The program description discusses the background, subject coverage, and rules of the Academic Decathlon, a program to promote academic excellence among high school juniors and seniors through competition. The Academic Decathlon program, which originated in 1968 in Orange County (California), now includes state, national, and international competitions featuring individual and team events. The publicity materials provide additional descriptions of the program, maps of the competition site, lists of the board of directors and of the sponsoring companies, a time schedule, room locations for the individual competitions, a list of participating schools, and a newsletter article describing the program. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (DC)

**ED 240 136** TM 840 012

**Noblit, George, Ed. Rinne, Dorothy H., Ed.**  
**An Evaluation of the Schools of Choice Programs:**

**Progress Report [and] Executive Summary.**  
Wake County Public School System, Raleigh, N.C.  
Pub Date—Oct 83

Note—275p.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC11 Plus Postage.**

Descriptors—Data Analysis, \*Educational Facilities, \*Educational Improvement, Elementary Secondary Education, Equal Education, Evaluation Criteria, Interviews, Longitudinal Studies, Parent Participation, \*Program Attitudes, \*Program Descriptions, Program Effectiveness, \*Program Evaluation, Questionnaires, School Districts, \*School Organization

Identifiers—\*Schools of Choice Programs, Wake County Public School System NC

In January 1982, the Wake County Board of Education adopted The Schools of Choice Programs. The stated objectives of the Programs were: (1) to improve facility utilization systemwide, (2) to establish a consistent organizational pattern of schools (K-5, 6-8, and 9-12) county-wide, (3) to racially balance student populations of schools, (4) to provide a more effective and economical transportation system, (5) to improve educational programs through expanded curricula, (6) to provide equity of educational opportunity, and (7) to provide for increased parental participation. This report is an evaluation of these objectives and of questionnaires evaluating the Programs sent to teachers, students, and parents. The objectives, program descriptions, student achievement, and attitudes toward the programs are discussed, and a summary is presented. (Data presented should be considered as a base for a longitudinal study.) (PN)

**ED 240 137** TM 840 023

**Anderson, Laurence E.**

**Normative Data from Rorschach (Exner) and MMPI Tests for Students Assessed in an Alberta Government Youth Assessment Center.**

Pub Date—6 Aug 83

Note—20p; Paper presented at the International Conference on Personality Assessment (8th, Copenhagen, Denmark, August 6, 1983).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adolescents, \*Delinquency, \*Personality Measures, Personality Traits, \*Psychological Characteristics, Tables (Data), \*Test Norms, \*Test Validity

Identifiers—Medicine Hat Youth Assessment Center AB, \*Minnesota Multiphasic Personality Inventory, \*Rorschach Test

This study was intended to provide descriptive data of the students in the Medicine Hat Youth Assessment Center, (YAC) in terms of psychological variables obtained from the Rorschach and the Minnesota Multiphasic Personality Inventory (MMPI). The adolescent subjects were 55 males assessed by the MMPI and 63 males and females assessed by the Rorschach from the opening of the YAC in 1979 until the summer of 1982. Exner's (1982) Rorschach norms and Marks, Seeman and Haller (1974) MMPI norms were used. Both tests meaningfully differentiate YAC students from the normative populations. MMPI results indicated heterogeneous personality types. Rorschach testing suggested these characteristics: oppositionality, poor reality testing, marked psychological pain, passivity, unconventionality, emotional and complexity avoidance, under-incorporating organization. (Author/PN)

**ED 240 138** TM 840 024

**Native Hawaiian Educational Assessment Project.**

**Final Report.**

Kamehameha Schools/Bernice Pauahi Bishop Estate, Honolulu, HI.

Pub Date—Jul 83

Note—254p.

Available from—Office of Communications and Community Relations, Kamehameha Schools/Bishop Estate, Kapalama Heights, Honolulu, HI 96817 (\$15.00).

Pub Type—Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Academic Achievement, Cultural Background, Data Collection, \*Educational Needs, Elementary Secondary Education, \*Hawaiians, \*Identification, \*Needs Assessment, Program Effectiveness, Student Needs

Identifiers—Native American Studies, \*Native Hawaiian Educational Assessment Project

This report documents the educational needs of Native Hawaiians across ecosystem levels. Identifying the unique educational needs of Native Hawaiians and effective Native American and local programs that meet the unique educational needs of native Hawaiians, this project works within certain parameters: (1) part of a continuous needs assessment, (2) educational/academic emphasis, (3) inclusive definition of "Hawaiian," (4) ages 0-18 limit, and (5) extant data. The theoretical underpinnings of the project were taken from a systems theory approach. The use of this "ecological model" meant that the search for educational needs of Hawaiian children had to be sensitive to historical as well as other large-scale events and trends. This report presents parity comparisons for each tested grade level (2, 4, 6, 8, and 10) and across the academic years for which data were available (1976-77, 1980-81, and 1981-82). Native Hawaiian student achievement, special educational needs, culturally related academic needs, and culture loss and stress among Native Hawaiians is described. The process and results of searching for solutions is discussed. A bibliography is included. (PN)

**ED 240 139** TM 840 027

**Bassler, Otto C. Caulkins, Thomas G.**

**Using Test Results to Improve Instruction.**

Pub Date—Jan 84

Note—11p.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Elementary Secondary Education, \*Instructional Improvement, Models, Scores, \*Standardized Tests, \*Testing Programs, Test Items, \*Test Results, \*Test Use

A model for summarizing test scores and using them to modify instructional programs is presented. The proposed model consists of two types of summaries of the data gathered through standardized tests. The first summary contains individual and single class results. Information in a "Class Item Response Record" chart provides individual student responses for each item on the test, class percent correct for each item, and national percent correct. This chart enables teachers to determine the skills that individual students have or have not attained,

the concepts learned by a majority of students in the class, how the class differs from the national norms, and the strengths and weaknesses of the instructional program. The second summary of data contains a response record chart for all students taking the test in a given school. It contains identifying information pertaining to school, grade level and test, item numbers, item description, and the percent of students responding to each choice for each question. Percent of correct response for the city and national testing population are also included. Suggestions for using the charts and activities for principals to use test results to improve instruction are presented. (PN)

**ED 240 140** TM 840 031

**Mastrian, Lou And Others**

**The Elementary Substitute Teacher Questionnaire.**

Pub Date—Jan 84

Note—18p.

Pub Type—Tests/Questionnaires (160)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Elementary Education, \*Elementary School Teachers, Factor Analysis, Inservice Teacher Education, Measurement Techniques, Needs Assessment, \*Questionnaires, \*Substitute Teachers, \*Test Construction, Test Reliability, \*Test Validity

Identifiers—\*Teacher Needs, \*Test Retest Reliability

The purpose of this paper is to present a 50-item instrument (Appendix B) designed to assess needs for elementary school substitutes. Its use may provide valuable information for inservice training of substitute teachers, the often neglected cadre of professional educators. A priori and a posteriori validation procedures are described. A factor analysis of 312 responses corroborated the existence of nine underlying factors reasonably congruent to the following nine subscales: (1) student information, (2) community characteristics, (3) building staff personnel, (4) school philosophy and policies, (5) school building physical facilities, (6) district and/or building procedures, (7) curriculum and instruction, (8) lesson plans, and (9) classroom discipline. A test-retest reliability index of .91 was calculated from the initial validation research. (Author/PN)

**ED 240 141** TM 840 052

**Tests for Spanish Speakers [with] Addendum.**

Educational Testing Service, Princeton, N.J. Office for Minority Education; Educational Testing Service, Princeton, N.J. Test Collection.

Pub Date—Mar 83

Note—32p; Brown ink on tan paper may affect reproducibility.

Available from—Test Collection, Educational Testing Service, Princeton, NJ 08541 (\$3.00).

Pub Type—Reference Materials - Bibliographies (131)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Achievement Tests, Annotated Bibliographies, \*Aptitude Tests, \*Attitude Measures, \*Spanish Speaking, Tests, Test Selection, Test Use

Identifiers—Test Collection (Educational Testing Service)

This annotated bibliography (1933-1982) lists currently available instruments that might be used with Spanish-speaking individuals. The bibliographic information, obtained from the holdings of the Educational Testing Service Test Collection, is not limited to any specific type of test. Thus, measures of achievement, aptitude, and attitude, etc., are included. A brief reference section presents listings that review and/or describe some of the included tests. Test publishers' addresses follow the reference section. (PN)

**ED 240 142** TM 840 054

**Sirotnik, Ken And Others**

**Systemic Evaluation. Methodology.**

California Univ., Los Angeles. Center for the Study of Evaluation; California Univ., Los Angeles. Lab. in School and Community Education.

Spons Agency—Mott (C.S.) Foundation, Flint, Mich.; National Inst. of Education (ED), Washington, DC.

Pub Date—Oct 83

Grant—NIE-G-83-0001

Note—353p.

Pub Type—Reports - Evaluative (142) — Guides - Non-Classroom (055) — Tests/Questionnaires (160)



**EDRS Price - MF01/PC15 Plus Postage.**

Descriptors—Educational Planning, Educational Resources, Elementary Secondary Education, \*Evaluation Methods, \*Evaluation Utilization, \*Information Systems, Research Methodology, \*School Districts

**Identifiers—Systemic Evaluation**

The phrase "systemic evaluation" denotes the idea of a comprehensive information system for schools and districts that provides an in-depth quantitative and qualitative description of schooling and facilitates dialogue, judgment, decision-making, and action by those concerned with and/or responsible for schooling. Attention is on the actual contents likely to be useful in a comprehensive information system for schools and districts. A communal framework to which people in schools can relate and an extensive sampler of ways in which this can be operationalized for the purposes of building an information system are offered. Organized into five chapters, the text discusses: (1) some conceptions of schooling, (2) a school-focused inquiry process that is compatible with the concept of systemic evaluation, (3) approaches to assessment systems, (4) a systemic evaluation sampler in terms of content and procedures, and (5) the "humanization" of data, i.e., the ways in which data can be analyzed, organized and reported back to people in order that data can be used at the different levels of schooling for the different information purposes that exist at these levels. The appendices include the systemic evaluation sample, (which constitutes almost one-half of the document and contains five questionnaires among other forms and observations); examples of feedback packages; and school district summaries. (PN)

**ED 240 143****TM 840 056***Allen, Mary J.***Graded SPSS Exercises.**

Pub Date—Apr 83

Note—16p.; Paper presented at the Annual Meeting of the Western Psychological Association (San Francisco, CA, April 27-30, 1983).

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Assignments, \*Computer Programs, \*Data Analysis, Higher Education, \*Instructional Materials, Mathematics Materials, Research Methodology

Identifiers—Research Curriculum, \*Statistical Package for the Social Sciences

The attached materials have been developed for use on the CSU CYBER Computer's Statistical Package for the Social Sciences (SPSSONL). The assignments are graded in difficulty and gradually introduce new commands and require the practice of previously learned commands. The handouts begin with basic instructions for logging on; then XEDIT is taught and used for subsequent assignments to create data sets. A two-page handout on the basics of SPSSONL precedes the actual use of the SPSS manual. The assignments through number five are used in an upper division research methods course. The later materials are used in a graduate quantitative methods course (after a subset of the earlier materials). These materials supplement the lecture/demonstration/discussion components of the course and are not intended for use outside a very supportive environment except for students who have already mastered some computer-related skills. Since interpreting the output is at least as important as generating it, an APA-style write-up for each computer run is required. (Author/PN)

**ED 240 144****TM 840 058***Roth, Rod*

**Relationships among NTE Cut-Scores, Not Valid Items, NTE Tests and Curriculum Match and Minimally Competent Examinees.**

Pub Date—16 Nov 83

Note—8p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (12th, Nashville, TN, November 16, 1983).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—College Faculty, \*Cutting Scores, Evaluation Criteria, Higher Education, \*Item Analysis, Teacher Education Curriculum, \*Teacher Evaluation, Test Items, \*Test Validity

Identifiers—\*Arkansas, \*National Teacher Examinations

College faculty (n=171) from 16 Arkansas colleges were asked to make validity and cut score

judgments about the test items for the 1982 Arkansas National Teacher Examination (NTE) study of 23 area examinations. Each of the 23 data collection panels began with a training session which included specific directions for the estimates of the judges. Results indicate that (1) the closer the test-curriculum match, the greater is the likelihood that the test has more valid items, (2) the more items not valid on a test, the higher would be the percent of those who would score lower than the minimally competent examinee, (3) the greater the match between items and curriculum content, the higher the derived cut-scores, (4) the lower the expected failure rate, the higher the derived cut-score, and (5) the greater the match between test items and curriculum content, the lower the expected failure rate. (PN)

**ED 240 145****TM 840 061***Coan, Donald L. And Others***Evaluation Report for the Heartsmart Adventures.**

Research for Better Schools, Inc., Philadelphia, Pa. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Nov 77

Note—326p.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC14 Plus Postage.**

Descriptors—Ethnic Bias, Evaluation Methods, \*Field Studies, Formative Evaluation, Intermediate Grades, \*Interpersonal Competence, Multivariate Analysis, Pretests Posttests, \*Program Effectiveness, \*Program Evaluation, Sex Bias, Summative Evaluation

Identifiers—\*Heartsmart Adventures, Repeated Measures Design

Field tests on an interpersonal skills instructional program, the Heartsmart Adventures, were conducted for the formative and summative evaluation in 14 classrooms in 7 schools of 394 students in grade 4 classes. The results indicate that the Heartsmart program is likely to provide an appealing, educationally relevant and worthwhile experience to fourth grade children regardless of ethnic/racial or socio-economic backgrounds; the program as a whole can be easily administered by the teacher, although certain specific activities require special group process skills to achieve maximum results; and the program will teach fourth grade students to be more proficient in identifying feelings and inferring feelings from the behavior of others, identifying ways in which people behave when they have certain feelings, determining feelings in others by asking, expressing needs and desires and taking appropriate actions to accomplish them, and expressing feelings. Current weaknesses of the program were found to be related to sex and racial/ethnic bias in the program materials, and to the lack of sufficient and clearly presented direction to teachers about the program goals and teaching methods. Extensive revisions of the program materials and teacher's manual were documented in the report to suggest how these two major weaknesses of the program were remedied. (PN)

**ED 240 146****TM 840 062***Strahorn, Jack Ireton, Leroy***Annual Evaluation Report of Federally-Funded Educational Programs, FY1983.**

Oklahoma State Dept. of Education, Oklahoma City. State-Federal Programs Div.

Pub Date—Dec 83

Note—94p.; For the 1981 and 1982 reports, see ED 216 016 and ED 226 038.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Accountability, Adult Basic Education, Annual Reports, Bilingual Education, Career Education, Educational Facilities, Educational Objectives, \*Federal Aid, \*Federal Programs, Federal Regulation, Federal State Relationship, Lunch Programs, \*Program Effectiveness, \*Program Evaluation, Special Education, \*State Agencies, State Federal Aid

Identifiers—Education Consolidation and Improvement Act 1981, \*Oklahoma, Title IX Education Amendments 1972

The State Education Agency of Oklahoma presents, as federally required, a report evaluating the results and effectiveness of the Oklahoma State-Federal Programs in the 1983 fiscal year. One purpose of this report is to give an indication of how the Division of State-Federal Programs accomplishes its mission to achieve the goals of Federal programs. A second purpose is to present information which will increase understanding of various Federal pro-

grams and facilitate efforts to keep abreast of new developments in Federal programs. A third purpose is to provide information which will show the degree of achievement of Division objectives. These must generally focus on the validation of the programs conducted by local education agencies; thus objectives are stated in terms of what is done at local levels. Data are presented concerning each of the programs utilizing Federal funds for their operation and are organized into information to fulfill each of the three purposes of the report. (PN)

**ED 240 147****TM 840 069***Fernandez, Richard L.***Enlistment Effects and Policy Implications of the Educational Assistance Test Program.**

Rand Corp., Santa Monica, Calif.

Spons Agency—Office of the Assistant Secretary of Defense for Manpower and Reserve Affairs (DOD), Washington, D.C.

Report No.—ISBN-0-8330-0470-0; RAND-R-2935-MRAL

Pub Date—Sep 82

Contract—MDA903-80-C-0652

Note—109p.; For related document, see ED 226 186.

Available from—Publications Department, The Rand Corporation, 1700 Main Street, Santa Monica, CA, 90406 (\$7.50).

Pub Type—Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Adult Education, Armed Forces, Enlisted Personnel, \*Feasibility Studies, Federal Aid, Fringe Benefits, \*Military Personnel, \*Recruitment, \*Student Financial Aid, Veterans, \*Veterans Education

Identifiers—\*Educational Assistance Test Program, \*GI Bill, Military Enlistment, Veterans Educational Assistance Program

In 1976 Congress terminated the largest federal program of direct student assistance, the GI Bill. This study followed in the wake of growing dissatisfaction with the existing program and of recruiting difficulties experienced by the services during the late 1970s. This report presents the history and results of the Educational Assistance Test Program, a large-scale experiment conducted by the Department of Defense during fiscal year 1981. The experiment was mandated by Congress to determine the effectiveness of expanded postservice educational assistance programs for attracting more high aptitude high school graduates into military service. The results suggest that a narrowly targeted program can increase enlistments by an amount that is out of proportion to the limited number of jobs covered, and do so at a cost per additional recruit that probably is lower than that for a general program under which everyone brought in by the program may ultimately receive the benefit. Implications for future policy are discussed which provide a framework for the design of a relatively cost-effective program of military educational benefits. (PN)

**ED 240 148****TM 840 074***O'Connor, Ellen***Marginal Costs and Formula-Based Funding.**

Pub Date—[83]

Note—9p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Costs, \*Educational Finance, \*Expenditure Per Student, \*Higher Education, Mathematical Formulas, Regression (Statistics), Unit Costs

Identifiers—\*Formula Funding, \*Marginal Costs

Marginal cost is the cost of producing an additional unit. In higher education, one marginal cost would be cost of educating an additional student. Formula-based budget determination for public higher education is usually based on average cost per student. This study estimates marginal cost and compares it with average cost. There are several methods for estimating marginal costs; the regression method is the central focus of this paper. It involves using regression analysis to estimate the coefficients, or marginal effects, of various independent variables. Two regression equations were developed using 1982 and 1983 data from the University of Massachusetts, Amherst. In both equations, the marginal cost was below the average cost. Through the average cost per person is lower than the average cost per Full Time Equivalent (FTE), the marginal cost of instruction using headcount as a unit of measurement was noticeably higher than the marginal cost of educating an FTE.

The results demonstrate that formula-driven budgets based on average cost ignore the existence of economies of scale. Marginal cost is a more accurate cost to use when measuring increases or decreases. (BW)

ED 240 149 TM 840 075

Klein, Stephen P.

Measuring Legal Research Skills on a Bar Examination.

Rand Corp., Santa Monica, Calif.

Report No.—RAND-P-6879

Pub Date—May 83

Note—9p.; Paper presented at the Annual Meeting of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

Available from—The Rand Corporation, 1700 Main Street, Santa Monica, CA 90406 (\$4.00).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Certification, \*Comparative Analysis, Essay Tests, Higher Education, \*Law Students, Multiple Choice Tests, Professional Education, Racial Differences, \*Research Skills, \*Scores, Test Construction

Identifiers—\*Legal Research, \*Multistate Bar Examination

Based on the importance for newly licensed attorneys to conduct legal research, this study assessed the relationship between bar exam scores and scores on a test designed to measure certain important legal research skills. It also investigated whether differences in performance level among racial groups on the Research Test paralleled differences among these groups on the bar exam and whether Research Test scores were related to an applicant's legal training and experience. The 1785 California applicants for the July 1980 bar exam were assigned randomly to one of three research problems. The three groups had essentially identical average Multistate Bar Examination (MBE) and essay scores. Each two part problem consisting of 195 minutes of test time focused on the ability to integrate information in the context of a realistic case situation. The correlation between the total score on the Research Test and the total score on the regular bar exam (MBE and essay) were almost as strong as the correlation between the MBE and essay portions of the regular exam. Racial/ethnic groups score differences were almost identical on the Research Test and MBE. Experience practicing law (actual or simulated) resulted in higher scores on the Research Test than those applicants with no such experience. (PN)

ED 240 150 TM 840 078

Yess, James P.

The Role of Institutional Research in Student Retention and Campus Renewal.

Pub Date—17 Oct 83

Note—14p.; Paper presented at the Annual Meeting of the North East Association for Institutional Research (10th, Hershey, PA, October 17, 1983).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*College Attendance, \*College Environment, \*Dropout Research, \*Higher Education, Long Range Planning, School Holding Power, Student Attrition, \*Student Personnel Services, Student Welfare, Withdrawal (Education)

In the age of dwindling resources and an ever decreasing pool of high school graduates an institutionally orchestrated student retention program can be one of the most effective survival strategies. In addition to the obvious benefit of holding more students to graduation, a campus-wide retention effort can bring about institutional renewal and lay the foundation for long-range strategic planning. The role of the institutional researcher is central to the success of the retention effort itself and to the other activities flowing naturally from it. This paper suggests how the researcher might come to better understand the what, when, who, and why of dropping out and what opportunities arise from this data for institutional renewal. (Author)

\*ED 240 151 TM 840 079

Meredith, Vana H. And Others

South Carolina Statewide Testing Program 1983:

Summary Report. Office of Research, Report Series, Volume One/Number 71.

South Carolina State Dept. of Education, Columbia. Office of Research.

Pub Date—Dec 83

Note—37p.; For related documents, see ED 226 063, ED 196 929, ED 166 255, ED 147 334, ED 147 331, and ED 121 847.

Pub Type—Reports—Research (143)—Numerical/Quantitative Data (110)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—\*Academic Achievement, Basic Skills, Disabilities, Educational Planning, Educational Trends, Elementary Secondary Education, Instructional Improvement, Norm Referenced Tests, \*State Programs, Testing Problems, \*Testing Programs, \*Test Interpretation, \*Test Results

Identifiers—\*Comprehensive Tests of Basic Skills, \*South Carolina Statewide Testing Program

The primary purpose of the 1983 Statewide Testing Program was to assess the achievement of 4th, 7th, and 10th grade students in South Carolina public schools. The results from the Statewide Testing Program provide educators with information which facilitates the decision-making process at the State, district, and school levels. Besides the adoption of a new test for 1983 (Comprehensive Tests of Basic Skills, Form U), other changes included the administration of only one test level per grade compared to two per grade previously and the inclusion of handicapped data in school, district, and State results. Many cautions concerning interpretation of norm-referenced test results are discussed including content validity problems, inappropriateness of school and district comparisons, the importance of socioeconomic influences on test results, and the dangers inherent in using the grade equivalent score. Three sets of comparisons over the years between 1977 and 1983 show a pattern of improvement and give reason for optimism about public education trends in South Carolina. The majority of the comparisons made for the years 1977 to 1983 were positive. This pattern of progress is encouraging and is viewed as an indication of improvement in the statewide instructional process. (Author/PN)

ED 240 152 TM 840 080

Crook, Shirley J.

South Carolina Trade Examinations Handbook.

South Carolina State Dept. of Education, Columbia.

Office of Vocational Education.

Pub Date—Jul 83

Note—73p.

Pub Type—Tests/Questionnaires (160)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Answer Sheets, Evaluation Criteria, Evaluation Needs, Standardized Tests, \*State Programs, \*Teacher Certification, \*Test Format, Test Items, \*Trade and Industrial Teachers, Vocational Education, Vocational Education Teachers

Identifiers—\*South Carolina Department of Education

The South Carolina Trade Examinations for Trade and Industrial Education teachers are administered semi-annually by the South Carolina State Department of Education, Office of Vocational Education, Vocational Teacher Education Programs Unit. This handbook is designed to provide prospective trade and industrial education teachers, vocational administrators, state department personnel, and other interested parties information specific to the trade examinations. Procedures for testee and tester are discussed. Information sheets presenting practical and theory trade examination data, sample questions, and answer sheets are included for the following fields: (1) agricultural mechanics, (2) air conditioning and refrigeration, (3) appliance repair, (4) auto body and fender, (5) auto mechanics, (6) brick masonry, (7) building construction (carpentry), (8) business machine repair, (9) cabinet making, (10) commercial art, (11) commercial cooking, (12) diesel engine, (13) drafting, (14) electricity, (15) electronics, (16) graphic communications, (17) heavy equipment mechanic, (18) industrial sewing, (19) machine shop, (20) painting and decorating, (21) plumbing, (22) radio and TV repair, (23) shoe repair, (24) small engine repair, (25) tailoring, (26) textiles: weaving and designing (Dobby/x-2 or x-3 loom), (27) textiles: weaving and designing (draper shuttleless), (28) textiles: yarn manufacturing, and (29) welding. (PN)

ED 240 153 TM 840 081

Maes, Wayne R. Anderson, Darrell E.

The Teacher Role Survey: A Measure of Teacher

Locus of Control.

Pub Date—[83]

Note—21p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Elementary School Teachers, Elementary Secondary Education, \*Locus of Control, \*Psychological Characteristics, Questionnaires, Responses, Secondary School Teachers, \*Teacher Behavior, \*Teacher Role, \*Test Construction

Identifiers—Marlowe Crowne Social Desirability Scale, \*Teacher Role Survey

This research was designed to construct an instrument to measure teacher's expectancies for internal or external control of important aspects of the work of teaching. Items were composed for initial trial based on fourteen areas which past research has shown to be important satisfiers in teaching. The 75 items in the initial pool were administered to 321 teachers of varied teaching levels and years of experience who were enrolled in graduate courses in education. As a measure of the influence of a generalized attitude for social desirability on item responding, the Marlowe-Crowne Social Desirability scale was administered. Correlations of individual items with social desirability clustered around zero. Based on the correlation with total score, 32 items were selected for inclusion in the final form of the Teacher Role Survey. Of the seven major areas of satisfiers originally thought to hold potential as subtests, four areas were represented by four or more items in the final set of 32. The scale demonstrates sufficient internal consistency and retest reliability to suggest promise for further development. (Author)

ED 240 154 TM 840 083

Chick, Lila And Others

Futureprint. California Demonstration Program in Reading: De Anza Junior High School. Eleventh Annual Report.

Ontario-Montclair School District, Ontario, Calif. Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C. National Diffusion Network.

Pub Date—30 Jun 83

Note—39p.; For Evaluation Handbook, see TM 840 084.

Available from—Central California Center for Educational Improvement, Mail Code 223, Santa Clara County Office of Education, 100 Skyport Drive, San Jose, CA, 95115.

Pub Type—Reports—Evaluative (142)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Achievement Gains, \*Demonstration Programs, Junior High Schools, Program Descriptions, \*Program Evaluation, \*Reading Achievement, \*Reading Centers, Reading Instruction, Self Concept, Validated Programs

Identifiers—\*De Anza Reading Center CA, \*Project Futureprint

The De Anza Reading Center is a California Demonstration Program for intensive instruction in reading at the junior high school level that was originally modeled after the successful program developed at Santa Barbara Junior High School. Operating since January of 1973, each project group receives instruction in the Reading Center for two years—as seventh and eighth graders. All students at the project grade level participate in heterogeneous classes regardless of their reading levels and abilities. The objective is to help every student become a better reader and a more responsible person by increasing the reading achievement and improving the self concept of each student. As outlined in the proposal, the project was to include 12 major components and 8 specific objectives. The evaluation of these twenty items is contained within this report. The appendices include a parent questionnaire with parental comments and suggestions, parental interviews and comments, and student interviews and comments. (PN)

ED 240 155 TM 840 084

Chick, Lila And Others

Futureprint. Evaluation Handbook: De Anza Junior High School.

Ontario-Montclair School District, Ontario, Calif. Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C. National Diffusion Network.

Pub Date—[83]

Note—35p.; For Futureprint Annual Report, see TM 840 083.

Available from—Central California Center for Educational Improvement, Mail Code 223, Santa Clara County Office of Education, 100 Skyport Drive, San Jose, CA 95115.

Pub Type—Guides—Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors—**\*Demonstration Programs, \*Evaluation Methods, \*Guidelines, Junior High Schools, Program Development, Program Evaluation, Questionnaires, \*Reading Centers, Records (Forms)

**Identifiers—**\*De Anza Reading Center CA, \*Project Futureprint

This evaluation handbook is a collection of forms, ideas and questionnaires designed to be of help to potential or actual adoptors/adaptors of Project Futureprint. They are arranged in order of chronological use from the beginning step of analyzing the present reading program at a specific school to the final form which is the Futureprint adoption agreement. Some of the forms would be used only by the developer/demonstrators but are included as a matter of interest for administrators and teachers. The Futureprint staff believes strongly in the effectiveness of its individualized program, and is dedicated to helping interested educators develop their own reading program based on this model. It is hoped that this booklet will help administrators and teachers evaluate their own reading programs and determine what assistance they would like in establishing an adaptation of Project Futureprint. (Author/PN)

**ED 240 156 TM 840 087**

**Campbell, Donald S. And Others**

**Adolescent Impulsivity and Self-Instruction Training: A Pilot Study. Review and Evaluation Bulletin, Volume 4, Number 6.**

Ontario Inst. for Studies in Education, Toronto. Spons Agency—Ontario Dept. of Education, Toronto; Ontario Ministry of Colleges and Universities, Toronto.

Report No.—ISBN-0-7743-8909-5

Pub Date—83

Note—79p.

Available from—Publication Service, 880 Bay Street, 5th floor, Toronto, Ontario M7A 1N8 Canada (\$3.00).

**Pub Type—**Reports - Research (143)

**EDRS Price - MF01/PC04 Plus Postage.**

**Descriptors—**Adolescents, Attention Span, \*Behavior Modification, Behavior Rating Scales, \*Conceptual Tempo, Feedback, \*High Risk Students, High Schools, Pilot Projects, Recall (Psychology), Self Control, Verbal Stimuli, Videotape Recordings

**Identifiers—**Matching Familiar Figures Test (Kagan), \*Verbal Mediation

From a co-operative education class in an urban high school, 16 adolescent males were identified as impulsive and as high-risk based on their performance on the Matching Familiar Figures test and the advice of teachers and counselors. Students participated in 12 to 15 videotaped group problem-solving sessions (20-25 minutes in length) over a period of four months. Attrition precluded any attempt at generalizations from the results. However, two dependent measures of change in impulsive behavior were in the predicted direction and provided limited support that the enhancement of verbal mediation and attentional behaviors through self-instruction training will reduce the incidence of behaviors associated with cognitive impulsivity among high-risk adolescent male students. This document provides an extensive literature review presenting evidence of a strong link between impulsive thinking styles and forms of delinquency and other maladaptive behavior. A bibliography of 96 citations dated from 1950 to 1982 is included. (PN)

**ED 240 157 TM 840 092**

**Dockrell, William B.**

**Assessment for A.**

Pub Date—Jun 83

Note—12p.; Paper presented at the Annual Meeting of the International Association for Educational Assessment (9th, Blantyre, Malawi, June 13-17, 1983).

**Pub Type—**Speeches/Meeting Papers (150) — Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors—**College Entrance Examinations, \*Curriculum Development, \*Educational Assessment, \*Educational Change, Educational Improvement, Foreign Countries, Secondary Education, Testing, \*Testing Programs, \*Test Results

**Identifiers—**External Assessment, \*Scotland, Scottish Council for Research in Education, \*Test Curriculum Overlap  
Scotland, like many countries, has a system of

externally-administered syllabus-based examinations, set at two points: the end of compulsory schooling, which serves as a basis for entry to junior college "non-advanced further education" (mainly vocationally oriented); and at the end of grade 12, which serves as a basis for admission to college. In this tradition, educational reform is frequently "examination led". That is, public (external) examinations are used as the lever to change curriculum. A major reform of external examinations and related curricula has taken place in Scotland. There is now a common structure for the education of all pupils with some choice of actual subjects. The examination system has been reformed to provide an external examination for all pupils in all of the major areas of the curriculum: English, mathematics, science, social studies, foreign languages, aesthetic subjects, and vocational subjects. The examination will be set at three different levels. There is, however, no expectation that this will lead to tracks; rather there will be cross-setting, i.e., virtually all pupils will take different subjects at at least two levels and those taking some subjects at the most advanced level will be taking others at the two lower levels. (Author)

**ED 240 158 TM 840 094**

**Adams, Morgan And Others**

**Computer Use in the Portland Public Schools, An Evaluation: Computer-Based Instruction, Computer Literacy Programs, Computer Management.**

Portland Public Schools, OR. Evaluation Dept.

Pub Date—Nov 83

Note—156p.

**Pub Type—**Reports - Evaluative (142)

**EDRS Price - MF01/PC07 Plus Postage.**

**Descriptors—**Basic Skills, \*Computer Assisted Instruction, \*Computer Literacy, Computer Programs, \*Computers, Databases, Educational Administration, Elementary Secondary Education, \*Program Evaluation, \*School Districts, \*Student Records

**Identifiers—**\*Portland School District OR

This evaluation of the use of computers in the Portland Public Schools (Oregon) is divided into three main sections: (1) Computer based instruction (Chapter 1. Computer Assisted Instruction, and Chapter 2. Prescription Learning) evaluates two different systems which use computers as an aid to basic skills instruction in mathematics, reading and language usage. (2) Chapter 3. Computer Literacy Programs, evaluates instructional programs concerning computers and their use in society. (3) Chapter 4. Computer Management, evaluates the use of the computer for maintaining an on-line student information system in local high schools. The appendices include descriptions of computer use and computer-based instructional program software; curriculum match between computer-based instructional programs and the Portland Achievement Levels Tests; and tables presenting standard deviations, growth and rate of growth for participants by grade level and software, by school and grade level; and the effects of prescription learning programs by school. (PN)

**ED 240 159 TM 840 098**

**Tsutakawa, Robert K.**

**Estimation of Two-Parameter Logistic Item Response Curves. Research Report 83-1. Mathematical Sciences Technical Report No. 130.**

Missouri Univ., Columbia. Dept. of Statistics. Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date—Dec 83

Contract—N00014-81-K0265

Note—35p.

**Pub Type—**Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors—**Attitude Measures, \*Estimation (Mathematics), \*Latent Trait Theory, \*Maximum Likelihood Statistics, Questionnaires, Simulation, Statistical Analysis, \*Test Items

**Identifiers—**Arthritis, \*EM Algorithm, \*Two Parameter Model

This paper presents a method for estimating certain characteristics of test items which are designed to measure ability, or knowledge, in a particular area. Under the assumption that ability parameters are sampled from a normal distribution, the EM algorithm is used to derive maximum likelihood estimates to item parameters of the two-parameter logistic item response curves. The observed information matrix is used to approximate the covari-

ances of these estimates. Responses to a questionnaire on general arthritis knowledge are used to illustrate the procedure and simulated data are used to compare the actual versus estimated item parameters. A computational note is included to facilitate the extensive numerical work required to implement the procedure. (Author)

**ED 240 160 TM 840 104**

**Illinois Inventory of Educational Progress, Grade**

**4. [4th Grade Test].**

Illinois State Board of Education, Springfield.

Pub Date—Jan 84

Note—42p.; For related documents, see TM 840 105-106.

**Pub Type—**Tests/Questionnaires (160)

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors—**\*Educational Assessment, Geometry, \*Grade 4, Intermediate Grades, Quantitative Tests, Questionnaires, Reading Tests, Science Tests, \*State Programs, Student Attitudes, Testing Programs, \*Test Items

**Identifiers—**\*Illinois Inventory of Educational Progress

The 4th Grade Test (1984) of the Illinois Inventory of Educational Progress includes 18 reading items, 27 geometry items, 31 science items, a 27-item student questionnaire regarding science opinions, and 40 mathematics items. The test booklet only is included here. (PN)

**ED 240 161 TM 840 105**

**Illinois Inventory of Educational Progress, Grade**

**8. [8th Grade Test].**

Illinois State Board of Education, Springfield.

Pub Date—Jan 84

Note—50p.; For related documents, see TM 840 104-106.

**Pub Type—**Tests/Questionnaires (160)

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors—**\*Educational Assessment, Geometry, \*Grade 8, Junior High Schools, Quantitative Tests, Questionnaires, Reading Tests, Science Tests, \*State Programs, Student Attitudes, Testing Programs, \*Test Items

**Identifiers—**\*Illinois Inventory of Educational Progress

The 8th Grade Test (1984) of the Illinois Inventory of Educational Progress includes 22 reading items, 39 geometry items, 41 science items, a 27-item student questionnaire regarding science opinions, and 46 mathematics items. The test booklet only is included here. (PN)

**ED 240 162 TM 840 106**

**Illinois Inventory of Educational Progress, Grade**

**11. [11th Grade Test].**

Illinois State Board of Education, Springfield.

Pub Date—Jan 84

Note—55p.; For related documents, see TM 840 104-105.

**Pub Type—**Tests/Questionnaires (160)

**EDRS Price - MF01/PC03 Plus Postage.**

**Descriptors—**\*Educational Assessment, Geometry, \*Grade 11, High Schools, Quantitative Tests, Questionnaires, Reading Tests, Science Tests, \*State Programs, Student Attitudes, Testing Programs, \*Test Items

**Identifiers—**\*Illinois Inventory of Educational Progress

The 11th Grade Test (1984) of the Illinois Inventory of Educational Progress includes 19 reading items, 45 geometry items, 46 science items, a 27-item student questionnaire regarding science opinions, and 49 mathematics items. The test booklet only is included here. (PN)

**ED 240 163 TM 840 108**

**Allen, Russell H. Kaufman, B. Darwin**

**Improving Wisconsin Public School Testing Programs: With a Special Look at Pupil Competency-Based Testing.**

Wisconsin State Dept. of Public Instruction, Madison. Div. of Instructional Services.

Report No.—WSDPI-Bull-3393

Pub Date—Mar 83

Note—33p.; For related document, see ED 209 245. Small print in tables.

**Pub Type—**Reports - Descriptive (141) — Guides - Non-Classroom (055)

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors—**Accountability, Elementary Secondary Education, Minimum Competency Testing, \*Program Implementation, \*School Districts, Scoring, \*Statewide Planning, Test Construction, \*Testing Programs, Test Selection, Test Use



## Identifiers—\*Wisconsin

This bulletin has three purposes: (1) to discuss the variety of factors which should be considered in the development of a local testing program, providing a basic understanding of what is necessary to implement and maintain a testing program; (2) to suggest several of the significant elements related to the development and maintenance of a competency-based testing program, investigating nine tasks related to establishing and maintaining such a program; and (3) to summarize some of the basic features of testing programs by presenting the results of a 1980 questionnaire designed to gather information about the nature of testing in the Wisconsin public school districts. (PN)

ED 240 164

TM 840 111

Power, Colin And Others

National Assessment in Australia: An Evaluation of the Australian Studies in Student Performance Project.

Australian Education Research and Development Committee, Canberra.

Report No.—ERDC-R-35; ISBN-0-644-02012-1

Pub Date—82

Note—157p.

Available from—Australian Government Publishing Service (AGPS), GPO Box 4, Canberra, ACT, 2601, Australia (\$8.80).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Educational Assessment, Expectation, \*Foreign Countries, \*National Programs, Program Effectiveness, \*Program Evaluation, Sampling, Standards, \*Testing Programs, Test Results

Identifiers—Australia, \*Australian Studies in Student Performance

An external evaluation of the impact of the Australian Studies in Student Performance (ASSP) Project on schools and systems is reported. The presented chapters follow in sequence the development of ASSP. The first chapter places the Australian Project in an international context and outlines the major questions dealt with in this evaluation. Chapter two traces the history of ASSP, while the next chapter maps expectations and opinions at the point of testing. In chapter four, technical issues relating to sampling and measurement of standards are addressed, while the next two chapters examine the administration and impact of the project in participating schools. Reactions to the results released in September 1981 are analyzed in chapter seven. The final chapter attempts to examine issues and decision possibilities with respect to national assessment in the light of the evidence collected. (PN)

ED 240 165

TM 840 112

Salmon, Peter William

On-line Computer Applications in Research into Attitude Change. Applications in Farm Management Education.

Australian Education Research and Development Committee, Canberra.

Report No.—ERDC-R-31; ISBN-0-642-06485-7

Pub Date—81

Note—149p.

Available from—Australian Government Publishing Service (AGPS), GPO Box 4, Canberra, ACT, 2601, Australia (\$5.60).

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adults, Agricultural Education, \*Attitude Change, Attitude Measures, Case Studies, \*Cognitive Restructuring, Computer Programs, Farm Management, Foreign Countries, \*Learning Processes, \*Measurement Techniques, \*Online Systems, Perception, \*Simulation

Identifiers—Australia, \*Personal Construct Theory, Process Analysis

In an attempt to solve the problems of measuring attitude change, a dynamic testing procedure was developed that appears to be applicable to the fields of adult education, attitude theory research, and clinical counseling. This monograph, developed in a particular field of adult education (farm management), argues that, when people are able to externalize their cognitive processes, they are better able to understand how they act and incorporate new concepts into their cognitive system. It then illustrates the procedures used to design a computer-based interactive simulation game and associated computer-based psychological monitoring program to provide feedback to the participant. (PN)

ED 240 166

TM 840 114

Wilkes, Sam T. Blackburn, Joe M.

The Revalidation of an Instrument to Measure Zones of Indifference of Teachers to Directives Issued by Administrators.

Pub Date—Nov 83

Note—27p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (12th, Nashville, TN, November 16-18, 1983).

Pub Type—Speeches/Meeting Papers (150) — Tests/Questionnaires (160) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrators, Educational Policy, \*Educational Practices, Elementary School Teachers, Elementary Secondary Education, \*Factor Structure, Secondary School Teachers, \*Teacher Administrator Relationship, \*Teacher Attitudes, \*Test Validity

Identifiers—\*Authority, \*Zones of Indifference (Behavior)

This project attempts to refine the Zones of Indifference Instrument, (included in appendix) that measures zones of indifference of teachers to typical directives issued by administrators. As a result of the original validation study, a 78-item, two-factor instrument was developed. These two factors explained 52 percent of the variance. The original validation study and subsequent studies by O'Neal, Perry, and Ward provided the data for this revalidation study. A principal component analysis programmed to describe the two factors was completed. The resulting two factors (teacher-determined practice and administrator-determined policy) are associated with 51 percent of the total variance. Additionally, seven items were deleted due to non-loading on either factor resulting in 71 useable items for the revised instrument. (PN)

ED 240 167

TM 840 116

Enell, Nancy C.

Specific Learning Disability: Measuring Effects of the New State Criteria.

Pub Date—Nov 83

Note—11p.; Paper presented at the Annual Meeting of the California Educational Research Association (Los Angeles, CA, November 17-18, 1983).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Records, Elementary Secondary Education, \*Evaluation Criteria, Federal Legislation, \*Handicap Identification, \*Learning Disabilities, Scores, \*Statewide Planning, Student Evaluation

Identifiers—\*San Juan Unified School District CA, Wechsler Intelligence Scale for Children (Revised)

As the new special education Title 5 regulations for eligibility criteria are implemented throughout California, a major concern is their impact on the learning handicapped student population. During the past two years, the effects of implementing criteria similar to those adopted by California have been studied in a large suburban district. The studies gathered test score information, grade, psychological processing information and user reactions. In addition, the 1982-83 study analyzed information on 225 students identified as having specific learning disabilities to determine the amount of the ability-achievement discrepancy, the effects of applying part or full-scale ability scores, and to compare the number of identifications with those of previous years. Findings from the 1982-83 study included confirmation of the criteria as identifying students from average ability ranges and support from users that the criteria are appropriate for identifying students with learning disabilities. (Author)

ED 240 168

TM 840 121

McKinley, Robert L. Reckase, Mark D.

An Application of a Multidimensional Extension of the Two-Parameter Logistic Latent Trait Model. American Coll. Testing Program, Iowa City, Iowa. Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No.—ONR-83-3

Pub Date—Aug 83

Contract—N00014-81-K0817

Note—55p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Comparative Analysis, \*Data Analysis, Factor Analysis, Feasibility Studies, Goodness of Fit, \*Latent Trait Theory, \*Mathematical Models, \*Multivariate Analysis, Research Methodology, Simulation, Test Items, \*Tests

Identifiers—\*Multidimensional Approach, \*Two Parameter Model

A latent trait model is described that is appropriate for use with tests that measure more than one dimension, and its application to both real and simulated test data is demonstrated. Procedures for estimating the parameters of the model are presented. The research objectives are to determine whether the two-parameter logistic model more adequately explains multidimensional test data than does the unidimensional version of the model, and to determine whether the results yielded by the application of the model are consistent with the results of another, more established multivariate data reduction procedure, factor analysis. The results of the analyses of the simulation data indicated that the parameters of the multidimensional model could be accurately estimated. The results of the goodness of fit analyses indicated that the multidimensional model could more adequately model simulated multidimensional response data than could the unidimensional model. The results of the analyses of the real data indicated that the multidimensional model also more adequately modeled multidimensional real data than did the unidimensional model. It was concluded that the use of a multidimensional model does seem to be feasible, and that more research is warranted. (Author/PN)

ED 240 169

TM 840 125

Buchanan, Anne E. Romberg, Thomas A.

Data Collection Procedures and Descriptive Statistics for the Grade Two (Spring) Achievement Monitoring Tests (A-1 and A-2), Coordinated Study No. 1.

Wisconsin Center for Education Research, Madison.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—WCER-WP-320

Pub Date—Jun 82

Grant—NIE-G-81-0009

Note—430p.; Report from the Program on Student Diversity and Classroom Processes: Skill Development.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC18 Plus Postage.

Descriptors—Achievement Tests, Addition, Concept Formation, \*Data Collection, \*Grade 2, \*Longitudinal Studies, \*Mathematics Skills, Primary Education, \*Problem Solving, Subtraction, Test Items, Test Manuals, \*Test Results, Tests

This paper documents the achievement monitoring component of a three-year study on the acquisition of addition-subtraction problem-solving skills by young children. A set of performance objectives contained in or ancillary to ten instructional units on sentence-writing for verbal problems and algorithms specified test content. Tests measuring group progress toward these objectives were administered after each unit. Data for the tests given after the two units covered in the spring semester of grade 2 (n=120) are described. This paper presents (1) background information on the subjects and instructional materials, (2) a description of the three-year achievement monitoring plan and the tests, (3) a report of the data collection procedures, and (4) a discussion of the results. Samples of the tests, administrator's manuals, and complete item and test statistics appear in the appendices. (PN)

## UD

ED 240 170

UD 022 931

True, Douglas Ehda, Patty

Parent Volunteer Handbook. Teachers Need Parents—Parents Need Teachers—Students Need Both.

Kings County Superintendent of Schools, Hansford, CA. Curriculum Services Dept.

Pub Date—[80]

Note—16p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Development, \*Compensatory Education, Parent Materials, \*Parent Participation, Primary Education, Program Descriptions,

# Student Characteristics, \*Volunteers Identifiers—PF Project

Designed as a handbook for primary grade parent volunteers in Kings County Schools (California), this publication provides information on compensatory education and parent involvement. The following special programs are explained briefly: Title I of the Elementary and Secondary Education Act (ESEA), Title IVB of the ESEA, Senate Bill 90 for Educationally Disadvantaged Youth (SB-90 EDY), Early Childhood Education (ECE), and the Miller Unruh Reading Program. Instructional and instructional support components of a school plan (developed as a result of a needs assessment) are listed and discussed briefly. The components are in the areas of reading, language development, mathematics, multicultural education, health and auxiliary services, staff development, parent involvement, and parent education. Concluding this handbook are lists of the common physical, emotional, and intellectual characteristics of children from kindergarten to grade three. These lists include guidelines for parents in helping their children at these different ages. (EM)

ED 240 171 UD 022 934  
Hand in Hand with Parents: A Teacher's Guide to Parent Communication.

Des Moines Public Schools, Iowa.

Pub Date—Aug 78

Note—31p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Compensatory Education, Elementary Education, Guidelines, \*Home Visits, Interpersonal Communication, Parent Attitudes, Parent Participation, \*Parent Teacher Conferences, \*Parent Teacher Cooperation, \*Teacher Role

Identifiers—Elementary Secondary Education Act Title I, PF Project

Guidelines for conducting home visits with parents of Title I students are presented. The guidelines include the following: (1) a list of purposes for home visits; (2) suggestions for what to do and what not to do when visiting; (3) types of information that parents can provide; and (4) ways to deal with difficult situations. Additional materials offered in this guide are alternative methods of involving parents, sample letters and notes for informing parents, sample award certificates for students, and summaries of three journal articles which report research on parent involvement in Title I programs. (DC)

ED 240 172 UD 022 935

McClure, Edward D.

Freckles Think Peace.

Pub Date—82

Note—32p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Human Relations, Interpersonal Relationship, Mothers, Nuclear Warfare, Opinion Papers, Philosophy, Racial Bias, Self Determination, Sex Bias, \*Social Values

Identifiers—PF Project

Several essays which relate the author's "Freckles Theory" to social issues are presented. The Freckles Theory states that nature is composed of opposing, but complementary, forces; that each individual's cultural view places these forces in either harmony or antagonism; and that racism and genderism are a negative reaction to nature and to oneself. A graphic model of the Freckles Human Interaction Design is included. The topics of the essays are: (1) the contention that all humans have colored skin; (2) the demands of the feminist movement and the natural needs of motherhood; (3) the value judgments that are inherent in the rationalization of robbing people; (4) the discovery of one's natural self and rejection of being made over into someone else's image; (5) the importation of Japanese management principles to American business; (6) the white Anglo control over third-world people; (7) the fallacy that some people are more essential than others and therefore more worth protecting in the event of nuclear war; and (8) the importance of remembering one's connection to one's mother and therefore to mother nature. (DC)

ED 240 173 UD 023 168

Rodriguez, Fred

Mainstreaming a Multicultural Concept into Teacher Education: Guidelines for Teacher Trainers.

Report No.—ISBN-0-88247-688-2

Pub Date—83

Note—118p.

Available from—R & E Publishers, P.O. Box 2008, Saratoga, CA 95070 (\$12.95 + \$1.50 postage and handling).

Pub Type—Guides - General (050)

Document Not Available from EDRS.

Descriptors—\*Change Strategies, Curriculum Development, Curriculum Evaluation, \*Educational Change, Higher Education, Models, \*Multicultural Education, Schools of Education, \*Teacher Education Curriculum, \*Teacher Education Programs

The focus of this book is two-fold: first, to heighten the awareness, sensitivity, understanding, and commitment of educators to the concept of multicultural education; and second, to provide specific suggestions and directions for departments in teacher education to integrate a multicultural concept into their existing curricula. The book's first section discusses what multicultural education means, why it is needed, and problems in implementing it. The second section describes and discusses three models for mainstreaming multicultural education into teacher education: (1) a model for analyzing the present curriculum; (2) a workshop model for sharing and discussing with faculty the information gathered in the curriculum analysis; and (3) a model for incorporating a multicultural perspective into courses and overall program design. In the third section, a number of components are brought together. They are a guide to analyzing concerns by subject area and level, vehicles for change, and desired outcomes; suggestions for developing awareness of and dealing with biased materials, along with sample evaluation forms; guidelines for analyzing one's own response to multicultural education; and five factors to be considered when implementing any new concept in teacher education. The final section lists basic references, libraries with outstanding ethnic programs, and periodical and organization resources. (CMG)

ED 240 174 UD 023 169

Berry, Gordon L.

Strategies for Successful Teaching in Urban Schools: Ideas and Techniques from Central City Teachers.

Report No.—ISBN-088247-632-7

Pub Date—82

Note—167p.

Available from—R & E Research Publishers, P.O. Box 2008, Saratoga, CA 95070 (\$9.95 + \$1.50 postage and handling).

Pub Type—Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—\*Classroom Techniques, Educational Resources, Elementary Education, Learning Problems, Parent School Relationship, \*Problem Solving, School Community Relationship, Teacher Administrator Relationship, \*Teacher Effectiveness, \*Teaching Methods, Urban Schools, \*Urban Teaching

The objective of this book is to present techniques that urban elementary school teachers reported using successfully to handle specific problems. The information comes from a larger national study of teacher training and teaching in urban schools which used a sample of 248 teachers, none of whom had been teaching for more than five years. Half were graduates of eight highly recommended teacher training programs with components designed to prepare teachers for inner-city elementary schools. The others were peers, teaching in the same schools as the first group. The broad problem areas discussed in Chapters II through VII are parent and community, instruction and learning, colleague and school staff, school administration, school resources, and classroom management. In each of these chapters teachers' suggestions and strategies for handling these types of problems are presented. No distinctions are made here between the two groups of teachers. The final chapter consists of (1) an overall look at the number of strategies or techniques reported by graduate and by peer teachers in each problem area; (2) a summary of the types of techniques used to handle the most prevalent problems; and (3) a list of unusual strategies or techniques. (CMG)

ED 240 175 UD 023 218

Silver, Harvey F. And Others

Teaching, Learning and Curriculum (TLC): Putting It All Together for Improved Teaching and Intercultural Relationships.

Hanson Silver & Associates, Inc., Moorestown, NJ. Spons Agency—National Education Strategy Center, New York, NY. New York Desegregation Center.

Pub Date—80

Note—47p.; Workshop presented at Columbia University, New York, NY, June 13, 1980. Some pages have light or broken type.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Cognitive Style, \*Conflict Resolution, \*Cultural Interrelationships, Curriculum Design, Curriculum Development, Elementary Secondary Education, Evaluative Thinking, Personality Traits, Problem Solving, Psychological Characteristics, \*Teacher Improvement, \*Teacher Workshops, \*Teaching Styles

The purpose of the workshop described in this paper was to teach educators to understand the differences in learning/teaching styles and how to apply that understanding to the professional routine and to conflict management and problem solving tasks. The Teaching, Learning, and Curriculum Model (TLC) used in the workshop applies Jung's research on psychological types to issues of learning, teaching, and curriculum categorization. It does this by asserting that learning behavior is not random, but is due to personal preferences for particular perceptions and judgment functions. These functions are sensing, intuiting, thinking, and feeling. When a perception function is paired with a judgment function, one of four observable learning styles results, each modified by an attitude toward learning, i.e., introversion or extraversion. When these four learning styles are converted to specific behaviors, the behaviors apply equally to teaching and to curriculum categorization. The TLC model, therefore, allows one to purposely match one's teaching behavior to one's teaching intent by presenting the instruction (whether didactic or managerial) in a way congruent with the student's learning style. Good teaching (or good management) results when these three interrelated decisions are made congruently. (Author/CMG)

ED 240 176 UD 023 233

Dinh, Think Van

The Indochinese Refugees: An Introduction to Their Cultures.

Utah State Dept. of Social Services, Salt Lake City.

Pub Date—Dec 79

Note—13p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Asian Americans, Cambodians, Cultural Awareness, \*Cultural Traits, \*Indochinese, Laotians, \*Refugees, Vietnamese People

After a brief description of the origins and languages of the three major groups of Indochinese refugees in the United States—Vietnamese, Cambodians, and Laotians—and short references to subgroups, 20 observations on the general cultural traits of the Indochinese are given. These observations touch on the following: the importance of harmonious relationships, proper form, and family life; the concept of 'face'; communication techniques; ideas about age and class; responsiveness to authority; lack of trust; the tendency to live on a day-to-day basis; dating patterns; hospitality and gifts; eating habits; names; and the importance of Buddhism and Confucianism. (CMG)

ED 240 177 UD 023 235

Nearine, Robert J.

Intensive Reading Instructional Teams, Evaluation Manual for Project Directors.

Hartford Public Schools, Conn.

Pub Date—80

Note—87p.; Some pages marginally legible.

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Compensatory Education, \*Educationally Disadvantaged, Elementary Secondary Education, \*Evaluation Methods, Information Dissemination, \*Program Evaluation, \*Reading Programs

Identifiers—Connecticut (Hartford), \*Intensive Reading Instructional Teams Program CT

In this manual, project directors of the Intensive Reading Instructional Teams (IRIT) program in Hartford, Connecticut, public schools, are provided with suggestions for evaluating compensatory programs such as the IRIT. Three models for basic Title I evaluation are discussed and compared: a

norm-referenced model, a control group design, and a special regression design. Instructions for using the models are given, and suggestions for modifying them to fit particular needs are presented. The format of an evaluation report is outlined as including a project description, strengths and/or accomplishments, problem areas, evaluation objectives, procedures, and findings and recommendations. The need for dissemination and feedback of evaluation results is stressed. An appendix contains copies of Hartford's evaluation reporting forms, project data coding sheets, and an IIRIT replication reporting form. (CMG)

ED 240 178

UD 023 238

Gunther, Vicki

A Comparison of Bilingual Oral Language and Reading Skills among Limited English-Speaking Students from Spanish-Speaking Backgrounds. Monograph 2.

Latino Inst., Chicago, IL.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—80

Grant—NTE-G-79-0069

Note—131p; Component of the Capacity Building Program in Educational Research for Minorities and Women.

Available from—Latino Institute, 53 W. Jackson, Suite 940, Chicago, IL 60604 (\$2.50).

Pub Type—Information Analyses (070)—Reports—Research (143)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Bilingual Education Programs, Elementary Education, \*Limited English Speaking, Native Language Instruction, \*Oral English, Predictor Variables, Reading Instruction, \*Reading Skills, \*Spanish Speaking, \*Teaching Methods.

This study investigated whether there were significant differences in the acquisition of oral language and reading skills among limited-English-speaking, Hispanic elementary school students receiving instruction through three different bilingual reading approaches, and what other variables might be important. The three reading approaches were: (1) teaching reading in the native language prior to the formal introduction of English reading; (2) teaching reading in the native language and English concurrently; and (3) teaching reading in English exclusively. Three groups of children were studied: 6 year olds, 8 year olds, and 10 year olds. In oral English, findings indicated statistically significant differences among the 6 and 8 year olds: students receiving English-only instruction performed better than students receiving bilingual instruction. In English reading, the findings indicated statistically significant differences only among 6 year olds: students receiving English-only reading instruction performed better than bilingual program students. In Spanish reading, students who received reading instruction in Spanish and English performed better than those who received reading instruction in English only. As far as the independent variables are concerned, English as a Second Language (ESL) instruction and teacher training appeared to be significant predictors of English reading scores among younger children. Oral proficiency in Spanish was significant for all three age groups in Spanish reading, and was a positive predictor of oral English proficiency among 6 year olds and a negative predictor among 10 year olds. (CMG)

ED 240 179

UD 023 239

Latinos in Metropolitan Chicago: A Study of Housing and Employment. Monograph 6.

Latino Inst., Chicago, IL.

Spons Agency—Chicago Community Trust, Ill.; Continental Bank Foundation, Chicago, Ill.

Pub Date—83

Note—90p.

Available from—Latino Institute, 53 West Jackson, Suite 940, Chicago, IL 60604 (\$5.00).

Pub Type—Reports—Research (143)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Demography, \*Educational Attainment, Elementary Secondary Education, Employment Opportunities, \*Employment Patterns, Employment Programs, Higher Education, \*Hispanic Americans, \*Housing Opportunities, Population Distribution, \*Socioeconomic Status. Identifiers—Comprehensive Employment and Training Act, \*Illinois (Chicago).

The problems confronting Latinos (or Hispanic Americans) in the Chicago area today, with particu-

lar emphasis on housing and job opportunities, are the subject of this report. A brief history of Latino settlement in Chicago is followed by a discussion of selected Latino socioeconomic characteristics in 1980. Residential distribution, residential segregation, housing conditions, and subsidized housing programs are then discussed in turn. A chapter on education is followed by chapters on Latinos in the labor force, occupational and industrial trends, Latinos in city jobs, and Latino participation in programs funded by the Comprehensive Employment and Training Act (CETA). An appendix contains data about population, income, housing, education, language use, and jobs. (CMG)

ED 240 180

UD 023 240

Palmer, Annette

Afro-Caribbean Women in the United States: Images and Reality.

Pub Date—Apr 83

Note—15p.

Pub Type—Opinion Papers (120)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Blacks, Cultural Awareness, Cultural Differences, \*Cultural Images, Culture Conflict, \*Females, \*Immigrants, Negative Attitudes, \*Stereotypes

Identifiers—\*West Indians

Most American-born (or native) blacks think of Afro-Caribbean women as clannish, thrifty to the point of greed, constant strivers, uninvolved in civil rights and women's rights activities, and believing in stereotypes of native blacks' inferiority. These images are tied to the Afro-Caribbean woman's immigrant status. As a foreigner, she constantly strives for financial security and to achieve goals which were the motives of immigration. The Afro-Caribbean woman has little time for or understanding of community activities. She develops most of her images from the media and believes that through hard work, the "American Dream" can be hers or her children's. Early socialization also influences her images. On arrival, she lives in poor black or Hispanic neighborhoods and has a low-status job. These facts, coupled with exposure to the belief that the city is to be feared, lead her to fear her neighbors. Divide-and-rule tactics in the workplace often reinforce the belief that she is superior to American-born blacks. Furthermore, ignorance of American segregation patterns leads to actions which a native black might not even consider. Thus, conflicts and misunderstandings arise between native blacks and Afro-Caribbean women because each has images of the other which do not coincide with reality. (CMG)

ED 240 181

UD 023 244

Cartagena, Juan And Others

United States Language Policy: Where Do We Go from Here?

Puerto Rican Legal Defense and Education Fund, Inc., New York, N.Y.

Pub Date—8 Oct 83

Note—48p; Paper presented at a conference, "El Espanol en los Estados Unidos IV. La Investigacion Comprometida/Committed Research" (Hunter College, New York, NY, October 7-8, 1983).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Bilingual Education, \*Court Litigation, Elementary Secondary Education, Equal Opportunities (Jobs), Federal Legislation, \*Hispanic Americans, Language Attitudes, Language of Instruction, Language Planning, Minority Groups, Multilingualism, \*Official Languages, \*Public Policy, \*Puerto Ricans

There is a growing perception, particularly among Hispanics, of the urgent need to structure a coherent national policy encompassing the rights of language minorities. No such policy can be framed without taking into consideration the unique situation of Puerto Ricans, who are American citizens by birth but who are taught in Spanish in Puerto Rican schools with congressional acquiescence. A review of court decisions, statutes, and agency rules shows some important advances: the bilingual provision of the Voting Rights Act, bilingual education, some requirements for bilingual notices and assistance in unemployment and public assistance matters, and some limitations on an employer's right to establish and enforce English-only rules on the job. These rights, however, do not stand on a secure foundation. Unless a national language policy is put in place, private employers and government agencies

will continue to implement disjointed and sometimes conflicting policies. (CMG)

ED 240 182

UD 023 249

Davidson, Jack L. Montgomery, Margaret A. An Analysis of Reports on the Status of Education in America: Findings, Recommendations, and Implications.

Tyler Independent School District, Tex.

Pub Date—83

Note—196p; Report prepared for presentation at the Conference of School Superintendents of Cities of 100,000 to 300,000 (Washington, DC, October 1983).

Pub Type—Information Analyses (070)

EDRS Price—MF01/PC08 Plus Postage.

Descriptors—Administrator Responsibility, Business Responsibility, Competence, \*Curriculum, Educational Administration, Educational Improvement, \*Educational Objectives, Educational Quality, Educational Research, \*Elementary Secondary Education, Federal Government, Government Role, \*Leadership Responsibility, Postsecondary Education, Principals, State Government, Teacher Education, \*Teaching (Occupation)

Fourteen recent studies (published since 1980) regarding the status of public education in America and the relationship between education and the economy are analyzed in this paper. Also reviewed are two futures reports and two studies completed by individual States. The analysis is divided into five subject headings: (1) goals and expectations; (2) curriculum, including discussions of administrative issues, subject areas/competencies, and special populations; (3) the teaching and learning process, focusing on management, evaluation, and higher education; (4) the profession, examining in particular teacher education, the professionalization of teachers, the principal, and public attitudes toward teachers; and (5) responsibility/leadership. Each of these five sections contains a graph which shows the topics addressed by each report analyzed, as well as a summary. The final summary focuses on implications for decisionmakers interested in setting goals and formulating plans for educational improvement in their school systems. (GC)

ED 240 183

UD 023 264

Martin-McCormick, Lynda And Others

Organizing for Change: PEER's Guide to Campaigning for Equal Education.

National Organization for Women, Washington, D.C. Project on Equal Education Rights.

Spons Agency—Women's Educational Equity Act Program (ED), Washington, DC.

Pub Date—82

Note—196p.

Available from—PEER, Ninth Floor, 1413 K Street, N.W., Washington, DC 20005 (\$12.95 each; quantity price, \$10.95).

Pub Type—Guides—Non-Classroom (055)

EDRS Price—MF01/PC08 Plus Postage.

Descriptors—Advocacy, \*Change Strategies, \*Citizen Participation, Elementary Secondary Education, \*Equal Education, Fund Raising, Group Dynamics, Needs Assessment, \*School Community Relationship, \*Sex Discrimination, \*Sex Fairness

Identifiers—\*Title IX Education Amendments 1972

This manual is a workbook designed to prepare and help citizens' groups to campaign for equal education for children of both sexes in their communities' public elementary and secondary schools. The manual is divided into two major sections. Section I, "Planning Your Campaign," includes chapters on (1) goal setting; (2) analyzing the community, schools, and media; (3) designing a plan; (4) recruiting support; (5) publicity; (6) research; and (7) pressing for change. Section II, "Managing Your Campaign," addresses the issues of (1) structuring the campaign; (2) working effectively in groups; (3) management and planning for groups; (4) troubleshooting common group problems; (5) building a coalition; and (6) budgeting and fundraising. Appended are worksheets that enable local advocacy groups to organize their own information, an article on the need for equal education, a summary of Title IX regulations, a list of resource agencies, and several pages of camera-ready, copyright-free artwork which groups can use to create campaign materials. (GC)

ED 240 184

UD 023 267

ABC's for Parents. A Guide to NYC Schools =



ABC para los Padres. Guía de las escuelas de NYC.  
United Parents Association of New York City, Inc., N.Y.

Spons Agency—New York Community Trust, N.Y.  
Pub Date—[83]  
Note—45p.

Available from—United Parents Associations of New York City, Inc., 95 Madison Ave., New York, NY 10016 (\$1.50 each).

Language—English; Spanish  
Pub Type—Guides—Non-Classroom (055)—Multilingual/Bilingual Materials (171)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—After School Programs, \*Ancillary School Services, \*Board of Education Policy, Breakfast Programs, \*Discipline Policy, Elementary Education, Homework, Lunch Programs, Parent Materials, Parent Participation, Parent Teacher Conferences, Report Cards, School Health Services, School Policy, Special Programs, Student Promotion, Student Records, Student Transportation, Suspension, Tests  
Identifiers—\*New York (New York)

Parents of children in public elementary schools in New York City are given basic information about school policies and practices in this English/Spanish guide. Topics covered include: (1) ancillary school services such as transportation, breakfast and lunch programs, and school health services; (2) Board of Education policy on homework, tests, promotions, student records, and report cards; (3) special programs for gifted, handicapped, and bilingual children; (4) scheduling information (school hours, holidays, vacations); (5) special situations such as absence, sickness or injury, problems with people at school, and suspension; and (6) parent participation and involvement. Miscellaneous information about clothing and supplies, the possibility of after-school programs, and school notices is also provided. (CMG)

ED 240 185 UD 023 272

Ross, J. Michael

Effectiveness of Alternative Desegregation Strategies: The Issue of Voluntary versus Mandatory Policies in Los Angeles, Part I: 1979. Revised. Aggregate Data Analysis, Inc., Washington, DC.  
Pub Date—1 Aug 83  
Note—31p.

Pub Type—Information Analyses (070)—Reports—General (140)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Asian Americans, Black Students, \*Desegregation Effects, \*Desegregation Methods, Desegregation Plans, Elementary Secondary Education, Hispanic Americans, Magnet Schools, \*Program Evaluation, Racial Composition, School Desegregation, Transfer Students, \*Voluntary Desegregation

Identifiers—\*Los Angeles Unified School District CA, \*Mandatory Programs

A careful review of the literature and an examination of desegregation programs in Los Angeles, show that the claim that voluntary programs produce almost no desegregation, and certainly less than mandatory programs, is open to question. Most comparisons between voluntary and mandatory programs have been between cities and have not taken into account variables such as differing demographic characteristics, the relative proportions of students in voluntary and mandatory transfers, the source of the desegregation plan, and the extent of the plan. The combination of voluntary and mandatory programs in Los Angeles provides an opportunity to analyze and compare the effect of voluntary and mandatory components within the city and also across cities. Analysis of Los Angeles' voluntary one-way transfer program, magnet school program, and a court-ordered desegregation plan shows that for blacks there is a larger differential effect of voluntary programs relative to mandatory reassignments in terms of (1) the percentage white school population for the average black student; and (2) the segregation index. There were some differences among elementary, junior high, and high school levels. For Hispanics and Asians, both types of programs had little effect. Other multi-ethnic cities show the same kind of results. These results, along with the fact that the change in the segregation index for blacks achieved by Los Angeles' voluntary measures exceeded the reduction in racial imbalance achieved by many court-ordered northern desegregation plans, shows that standard methods of comparison do not adequately address the issue of effectiveness. (CMG)

ED 240 186 UD 023 290

Ngo, Xuong, Comp. Guay, Marcel, Ed.

Indochinese Refugee Experience. Refugees from Vietnam, Laos, and Cambodia in Nova Scotia. Multicultural Association of Nova Scotia, Halifax.  
Pub Date—82

Note—135p.

Pub Type—Reports—General (140)—Collected Works—General (020)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Acculturation, \*Adjustment (to Environment), \*Cambodians, Cultural Background, Foreign Countries, \*Laotians, Personal Narratives, \*Refugees, \*Vietnamese People  
Identifiers—\*Nova Scotia

Firsthand accounts by refugees from Laos, Cambodia, and Vietnam, telling how they escaped from Indochina and how they are adjusting to life in Canada (and particularly Nova Scotia), form the greater part of this book. Most of the accounts are by Vietnamese. Information is also provided on the history of the Canadian refugee program, and on the history and culture of Indochina as a whole and of the three individual countries. A brief assessment of the refugee program's achievements and of the current refugee situation is also given. (CMG)

ED 240 187 UD 023 292

Harrington, Diane

Towards Excellence: Developing High Standards in Youth Programs.

National Commission on Resources for Youth, Inc., Boston, MA.

Pub Date—Jun 83

Note—24p.

Pub Type—Reports—General (140)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Adolescents, Adults, Cooperation, High Schools, \*Information Dissemination, Mentors, \*Peer Counseling, \*Problem Solving, \*Program Effectiveness, Rewards, \*Youth Programs  
Identifiers—\*Excellence

Examination of four programs in which young people have consistently excelled shows common elements, despite differences in setting, population, and goals. The four programs, which exemplify problem solving, peer counseling, community service, and communication respectively, include: (1) the Youth Action Program in New York City, a community improvement program created and run by East Harlem youth with the help of adult facilitators; (2) the Rap Room, located in a Hartsdale, New York, high school, a drop-in peer counseling center staffed by students trained by a school psychologist; (3) the Family Life Theatre in New York City, in which, with the help of adult mentors, high school students develop and present short skits on health-related issues for other young people and community groups; and (4) Youth Communication/Chicago Center in Chicago, Illinois, in which teenagers, with the help of adult facilitators, work to promote positive ideas about the role of adolescents in society. Elements common to all, and which seem to be requisites for excellence, are meaningful and challenging work, a collaborative group that allows for both structure and flexibility and provides responsible roles for youth, facilitating roles for adults that permit careful preparation and training of youth, opportunities for reflection, and rewards for excellence. (CMG)

ED 240 188 UD 023 297

Subsidized Work Experience in the Private Sector and Occupational Accessing: Strategies for Employing Disadvantaged Youth. Final Report.

Public/Private Ventures, Philadelphia, PA.  
Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—Jan 83

Contract—99-1-1352-33-6

Note—129p.

Pub Type—Reports—General (140)

EDRS Price—MF01/PC06 Plus Postage.

Descriptors—\*Business Responsibility, Demonstration Programs, \*Economically Disadvantaged, \*Employment Programs, \*Job Training, \*Labor Force Development, Labor Needs, On the Job Training, \*Out of School Youth, Program Effectiveness, Program Evaluation, Secondary Education, Vocational Education, Work Experience Programs

Identifiers—Career Pathways in Energy Conservation MA, Machine Trades Training Program for Youth OH, Open Road New Jobs CA, \*Private

Sector, Project Opportunity W1

Two approaches to private sector participation in employment and training programs for economically disadvantaged out-of-school youth (16-21 years old) are discussed in this report. The two approaches are: (1) subsidized work experience in the private sector, which tries to foster good work habits leading to employment; and (2) occupational accessing, which attempts to link youth with jobs in rapidly growing industries or established industries experiencing skills shortages. Part I deals with two model subsidized work experience programs: Project Opportunity (in rural Wisconsin) and Open Road/New Jobs (Los Angeles, California). Part II discusses two model occupational accessing programs: the Machine Trades Training Program for Youth (Cleveland, Ohio) and Career Pathways in Energy Conservation (Boston, Massachusetts). The report describes all four models in theory and practice; analyzes termination data, participant follow-up results, and program impact; discusses cost-effectiveness; and presents employer analyses. Appendices contain supplementary tables, information on controlling for selection bias, and a comparison of cost analysis methods. (CMG)

ED 240 189 UD 023 323

Chang, Henry C. Har-Nicolescu, Suzine

Needs Assessment Study of Library Information Service for Asian American Community Members in the United States.

Spons Agency—National Commission on Libraries and Information Science, Washington, D. C.  
Pub Date—[83]

Note—23p.

Pub Type—Reports—Research (143)—Tests/Questionnaires (160)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Asian Americans, \*Information Needs, Library Collections, Library Planning, \*Library Services, \*Needs Assessment, \*Pacific Americans, \*Public Libraries, Questionnaires

As part of a pilot project sponsored by the Asian Pacific American Librarians Association, the needs assessment study described in this report set out to determine (1) the library and information needs of Asian Americans, and how they differ from the needs of the majority population, (2) whether these needs are being met, and (3) how librarians are preparing for the anticipated growth of these needs. To gather data, questionnaires were distributed to public library systems throughout the nation. It was found that newly arrived Asian immigrants need information about the fundamentals of daily life in the United States. Once past that transitional stage, they need information that will help them stay in touch with their heritage. Over half of the librarians participating in the survey, however, provide no special services for Asian Americans. Those that do provide services do so in a limited fashion. On the basis of the findings, it is recommended that the library community increase its awareness of the special library needs of Asian Americans, and that libraries and funding agencies provide financial support to meet these needs. Appended to the report are a sample questionnaire and tabulated data from completed questionnaires. (CMG)

ED 240 190 UD 023 324

Scott, Marie Guy, R. Meade

Collaborative for Alabama Urban School Educators. Final Report.

Alabama State Dept. of Education, Montgomery.

Div. of Legislative Relations and Research.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Aug 83

Contract—400-81-0008

Note—177p.; Pages 27-52 have small broken type.

Pub Type—Reports—Evaluative (142)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Agency Cooperation, \*Educational Improvement, Elementary Secondary Education, \*Information Utilization, \*Interdistrict Policies, Problem Solving, \*Program Effectiveness, Program Evaluation, Research and Development, State Departments of Education, \*State School District Relationship, \*Urban Schools  
Identifiers—\*Alabama

The major purpose of Project CAUSE (Collaborative for Alabama Urban School Educators) as explained in section I of this report was to get educators in the Birmingham and Mobile school systems, in the Alabama State Department of Education, and in the Appalachia Educational Labora-

tory to (1) collaborate in identifying and solving problems; and (2) consider research and development (R & D) as a vital and practical source of support for local improvement efforts. Year 1 (1981-82) of the project was devoted to the planning and establishment of meaningful patterns of cooperation between educators in the member agencies. Year 2 (1982-83) was to have been the first of several implementation years but was the only operational year funded. Sections II, III, and IV present, in chart form, a review of major Project CAUSE accomplishments and show that most objectives were met or exceeded. Especially significant is said to have been the collaboration achieved between the Birmingham and Mobile urban school systems. Section V (prepared by Thomas P. Ryan), provides a descriptive summary of major events of the implementation year, a tentative assessment of some project outcomes, and suggestions for a follow-up study. Together with Section VI, it provides additional insights into and implications for the development of viable collaborative relationships and/or the building of a school district's capacity to make local improvements through the use of R & D information. Appendices contain minutes from CAUSE policy meetings, a summary of a CAUSE conference, policy meeting evaluation materials, dissemination conference agendas and evaluation forms, and questionnaires for the proposed follow-up. (CMG)

**ED 240 191** UD 023 328

Gordon, Samuel A. Steele, Robert E.  
The Application of Social Ecological Principles to the Assessment of Inner-City Black Communities.

Pub Date—[83]

Note—28p.

Pub Type—Information Analyses (070) — Reports - Evaluative (142) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Black Community, \*Community Study, Cultural Awareness, \*Data Collection, \*Inner City, Needs Assessment, Observation, Physical Environment, \*Research Methodology, Social Environment

Identifiers—\*Assessment Instruments, Epidemiology, Informants, \*Social Ecology

The application of the four basic principles of social ecology as a framework for assessing inner city black communities is the focus of this paper. Social ecology is described as a concept that includes variables from both the social and physical environments. Its four basic principles are said to be recognition of the interdependence of roles and settings in influencing our behavior, recognition of individual resources as well as deficits, the use of participant observation, and the proposition that cultural diversity must be understood in order to assess persons, settings, and the interaction between the two. Based on these principles, four techniques are outlined: (1) an informal tour of the target community; (2) epidemiological assessment, which includes assessing data compiled by both public and private institutions; (3) participant observation; and (4) the use of key informants. A step-by-step approach to assessing inner city black communities is then outlined. The paper concludes with a discussion of the implications of the social ecology approach for social service providers, social science researchers, and social and policy planners working in or with such communities. (CMG)

**ED 240 192** UD 023 329

Grubb, Henry Jefferson

The Cultural-Distance Approach: A Model for Analyzing Black-White Performance Differences on Measures of IQ.

Pub Date—[83]

Note—33p.; Document contains light print and may be marginally legible.

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Blacks, Change Strategies, Children, Cross Cultural Studies, \*Cultural Differences, \*Cultural Isolation, \*Intelligence Differences, \*Intelligence Tests, Minority Groups, Nature Nurture Controversy, Racial Differences, Standardized Tests, Subcultures, \*Test Bias, Testing Problems, Test Interpretation, Whites

The basic tenet of this paper is that the difference between black and white children on IQ measures is not due to genetics but describes the cultural distance between the two groups. The cultural distance

approach is described as an amalgam of the environmental and social psychology points of view. It holds that any subculture operating according to principles not present or equally operative in the majority culture processes functional information differently from the majority culture. Therefore, minority performance on tests based upon and validated by the majority culture will show response patterns different from the norm. These patterns are indicators of what is present in the tests that is salient to each subculture and to the majority culture. The tests, however, are not responsive to what is salient to the specific minority subcultures but absent in the majority culture. Thus, bias is assumed to be present in all standardized IQ tests. Evidence from the United States and around the world shows that multicultural societies must, and for the most part do, interpret standardized IQ scores of minority individuals in a different light from those of majority individuals. (CMG)

**ED 240 193** UD 023 330

Fairchild, Halford H.

Two Strategies for Teaching Black Psychology.

Pub Date—83

Note—23p.; Based on a paper read at the conference on "The State and Direction of Black Studies: Administrative, Academic and Social Challenges" (Los Angeles, CA, January 13-15, 1983).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Black Culture, College Students, \*Evaluation Criteria, Higher Education, \*Instructional Materials, Interdisciplinary Approach, Lecture Method, Racial Relations, \*Resource Materials, \*Seminars, \*Social Psychology, Student Evaluation, \*Teaching Methods

Identifiers—\*Black Psychology, Oral Tradition

This paper examines two strategies for the teaching of Black Psychology. The first strategy is designed for use in undergraduate and graduate seminars. It relies on a course structure that requires each student to complete a weekly reading assignment, to give an oral abstract to the rest of the seminar, and to write a weekly thought paper on a topical area in Black Psychology. This strategy is viewed as incorporating elements of African-American Philosophical Psychology by emphasizing oral traditions, multi-disciplinary approaches, and cooperative and collective responsibility for the teaching of the course. The second strategy is one that involves the inclusion of black psychological perspectives in the general university lecture course. The paper provides illustrative examples for lectures on the history of psychology, psycho-biology, psychological assessment, and race relations. It is concluded that the black psychological/philosophical perspective should be included in every facet of the black scholar's instructional activities. (Author)

**ED 240 194** UD 023 331

Kleinfeld, Judith Shinkwin, Anne

Youth Organizations as a Third Educational Environment Particularly for Minority Group Youth. Final Report to the National Institute of Education.

Alaska Univ., Fairbanks.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Sep 82

Grant—NIE-G-79-0153

Note—260p.; Research conducted under NIE Project Number 9-0639.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Alaska Natives, Case Studies, Cross Cultural Studies, \*Cultural Differences, \*Educational Benefits, Educational Environment, Parent Participation, \*Social Development, Socialization, \*Social Values, Whites, \*Youth Clubs

Identifiers—4 H Clubs, \*Boy Scouts of America

Youth organizations as educational settings were examined in a series of small-scale studies describing what happens to young people who participate in such organizations. The project, an overview of which is given in the introductory chapter of this report was organized into three components. The initial, exploratory study examined what scouting and 4-H leaders, youth members, and parents perceived as the important educational experiences and effects of youth groups. Well-run groups were found to provide such benefits as (1) increased contact with adults, (2) teaching of practical skills, (3) practice in formal leadership and organizational roles,

(4) opportunities to practice community responsibility, and (5) increased family involvement in the education of adolescents. The second study examined critically these perceived effects through an intensive, descriptive study of boys' actual experiences in two Boy Scout troops. Emphasized were (1) how families use Boy Scouts for socialization purposes and what boys gain from the experience; and (2) critical variables in troop functioning which influence the type of educational experience boys receive. The third study examined one youth group in a rural Alaska Eskimo village. It was found that, although organizations such as scout troops and 4-H are seldom established in rural Alaska, they can be successful if they reflect local cultural patterns (as does this group). Questionnaires used in the study are presented in appendices. (CMG)

**ED 240 195** UD 023 332

Andrew, James E. Gregoire, Ernest

Locus of Control Between Black Parents and Their Children: Applied Educational Research and Evaluation.

Pub Date—Feb 82

Note—19p.; A practicum presented to Nova University in partial fulfillment of the requirement for the Ed.D. degree.

Pub Type—Dissertations/Theses - Practicum Papers (043) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Behavior Change, \*Blacks, \*Black Youth, \*Locus of Control, Mothers, Parent Child Relationship, \*Parent Counseling, Parent Education, Parent Role, \*Personality Traits

Identifiers—Nowicki Strickland Locus of Control Scale

A study was conducted to determine (1) if black parents score at the internal or external end of the Locus of Control (LOC) scale; (2) if differences exist between black children's LOC and that of their parents; and (3) if an external-internal shift can be achieved through counseling of the parents, and if their children's LOC changes accordingly. Nowicki-Strickland Tests of Locus of Control (children and adult versions) were administered to an experimental group of low SES, black parents and children and to a similar control group. After the pre-test, the experimental parent group received six hours of counseling weekly for an eight-week period. The counseling dealt with parenting skills, behavior modification, discipline, parental responsibility for their own behavior, problem solving, communication skills, and ways that parents can build self-confidence in children. In both groups, both parents' and children's pre-test scores indicated tendencies toward externality. In the experimental group, post-test (after counseling) parent scores showed significant progress toward internal LOC, and a parallel change was noted in the children. Thus, it was concluded that children's LOC reflects their parents' LOC, and that systematized counseling programs can facilitate changes in parents and children. (GC)

**ED 240 196** UD 023 333

Rubin, Gary And Others

Refugee Issues: Current Status and Directions for the Future.

Refugee Policy Group, Washington, DC.

Pub Date—83

Note—37p.

Available from—Refugee Policy Group, 1424 16th Street, N.W., Suite 401, Washington, D.C. 20036 (\$3.50 plus postage)

Pub Type—Reports - General (140) — Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Agency Cooperation, Agency Role, \*Change Strategies, Government Role, Land Settlement, Private Agencies, \*Program Improvement, Public Agencies, \*Public Policy, \*Refugees

Identifiers—Repatriation  
A comprehensive review of current refugee policy and program issues is provided in this paper, which is intended to serve both as a status report and a guide to developing an agenda for the future. Chapter I deals with early warning as to potential refugee movements, mass asylum, and interim assistance. Chapter II discusses and analyzes four types of programs that could lead to permanent solutions for current refugee populations: (1) repatriation; (2) third country resettlement; (3) linking development assistance for non-industrialized countries to their reception of refugees; and (4) addressing conditions in countries that are sources of sizeable emigrations. In Chapter III, refugee resettlement and domestic

assistance programs in the United States are analyzed in terms of (1) the roles and relationships of Federal, State, and local government agencies and voluntary agencies involved in refugee affairs, (2) alternatives to current arrangements, and (3) operational issues. Finally, questions of definition and scope are discussed in Chapter IV. Each chapter ends with a summary list of projects that might be used to respond to urgent problems. (CMG)

ED 240 197 UD 023 334

Romano, John L.  
A Final Review of the Connection Program: Serving High-Risk Adolescents in the Secondary School.

Minnesota Univ., Minneapolis. General Coll.

Pub Date—Sep 83

Note—102p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*College School Cooperation, Counseling, Daily Living Skills, Delinquency, \*Demonstration Programs, Drug Abuse, \*High Risk Students, High Schools, Job Placement, Job Training, Paraprofessional School Personnel, Potential Dropouts, \*Program Effectiveness, Program Evaluation, Tutoring

Identifiers—\*Minnesota (Minneapolis)

The Connection, a 15-month demonstration program which provided educational and social services to high-risk adolescents at South High School in Minneapolis, Minnesota, is reviewed and evaluated in this report. The program, conducted through a collaborative effort between the University of Minnesota and Minneapolis Public Schools, provided advocacy, tutoring, counseling, job preparation training, job placement, life skills training, chemical management counseling, and recreational and cultural services to adolescents considered at risk with respect to completing high school, becoming involved with the juvenile justice system, or finding suitable employment. The services were provided through structured classes, outreach, advocacy, and direct counseling interventions. Much of the direct service was delivered by part-time paraprofessional college students. Major problems with the Connection were related to organizational, public relations, and communication issues. However, the program received generally positive evaluations from clients and employers. Preliminary data also suggested that the program helped to divert its clients from involvement with the juvenile justice system. Unfortunately, the program's positive effects could not be expanded due to termination of funding. Appendices to the report provide client data, program summary data, evaluation materials, and financial information. (CMG)

ED 240 198 UD 023 335

Britt, Margaret, Ed.  
Multiculturalism Film and Video Catalogue—1982

= Répertoire des films et vidéos sur le multiculturalisme—1982.

Canadian Film Inst., Ottawa (Ontario).

Spons Agency—Department of the Secretary of State, Ottawa (Ontario).

Report No.—ISBN-0-919096-12-3

Pub Date—82

Note—93p.

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Cultural Pluralism, \*Ethnic Groups, \*Films, Foreign Countries, \*Multilingual Materials, \*Videotape Recordings

Identifiers—\*Canada

Multiculturalism and cultural pluralism are the foci of this catalog, which lists over 800 films and videos in one or both of Canada's two official languages, French and English. A subject index gives items by title and cross references titles that deal with more than one subject. Subject areas covered are child adoption, architecture, arts and crafts, bilingualism, children, individual ethnic groups, customs and traditions, dance, education, employment, the family, film, folklore, and folktales, foods and cooking, history, immigrants and immigration, literature, multiculturalism, music, performing arts, prejudice/discrimination/racism, refugees, religion, sports, and women. An alphabetically arranged title index (citations are in the language of the film) includes for each film information such as running time, color or black and white, year of production, production company, the formats in which the title is available, and distributor's name. The final section of the catalog is an index of distributors, giving

names and addresses. (CMG)

ED 240 199 UD 023 336

Collier, Malcolm

Nonverbal Factors in the Education of Chinese

American Children: A Film Study.

San Diego State Univ., Calif.

Spons Agency—National Inst. of Education (ED),

Washington, DC.

Pub Date—83

Grant—NIE-G-81-0115

Note—51p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Bilingual Education Programs, \*Chinese Americans, \*Classroom Environment, Elementary Education, Group Structure, Language of Instruction, \*Multicultural Education, Nonverbal Communication, \*Nonverbal Learning, Peer Relationship, \*Performance Factors, Personal Space, Racial Composition, Student Teacher Relationship, Time Factors (Learning)

Identifiers—\*Interpersonal Distance, Interpersonal Synchrony

The research described in this paper examined nonverbal factors affecting the education of Chinese American children in bilingual/bicultural classrooms. The purpose was to define how such variables as interpersonal distance, arrangement and use of space, pace of participants, size of groups, use of time, and interpersonal synchrony influenced the behavior and response of students. The investigation also explored associations between language of instruction and these variables, as well as the effects of variations of classroom ethnic composition. Research methods involved analysis of research films of classrooms and film interviews with people associated with the classrooms and students. Findings showed that Chinese American students responded best to situations in which there were close interpersonal distances, a slow to moderate pace, arrangements that did not isolate individuals, and activities that involved group processes. They responded particularly well in situations with these characteristics that also involved considerable contextualization of subject matter and the use of time frames significantly longer than the American school norm. Such situations were characterized by high levels of interpersonal synchrony. These patterns were closely associated with use of Cantonese language in the classroom. Size of groups did not appear to be a significant factor, but the response of Chinese American students was adversely affected when proportions of non-Chinese students rose above a certain point. (Author/CMG)

ED 240 200 UD 023 340

Turner, Henrie M. And Others

Factors Influencing Persistence/Achievement in the Sciences and Health Professions by Black High School and College Women. Final Report.

Morris Brown Coll., Atlanta, GA. Center for Research on Women in Science.

Spons Agency—National Inst. of Education (ED),

Washington, DC.

Pub Date—[83]

Grant—G-79-0116

Note—418p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors—\*Academic Persistence, Achievement Need, \*Black Students, College Students, Enrollment Influences, Fear of Success, \*Females, \*Health Occupations, Higher Education, High Schools, High School Students, Multiple Regression Analysis, Questionnaires, Role Models, \*Science Careers, Socioeconomic Influences

This paper reports on a study which investigated socioeconomic, academic, and psychosocial factors that might affect enrollment and persistence rates of black women in science and health careers. An overview is presented of women in science, black women's status in science, role models and support groups, other factors affecting persistence, and pertinent theories such as fear of success, the "imposter syndrome," and achievement motivation. The study methodology and sample selection process are then described. After a pilot study to test the questionnaire, analyses were carried out on a sample of high school students that included male, female, black, and white science and non-science majors, as well as on 67 college senior science majors at four predominantly black colleges in Georgia. The personal goals, career goals, and family expectations and support of each cohort were explored, as were the internal and external control of career development, and

behavioral characteristics. Indices for each behavioral characteristic were developed and analyzed by multiple regression. This paper ends with a profile of the black adolescent pursuing a career in science, projections for the longitudinal sample studied, and recommendations for future studies. Extensive appendices present the survey instrument and tabular data on the variables examined. (CMG)

ED 240 201 UD 023 344

Boer, Roger K.

Black Male Labor Force Participation.

Pub Date—Mar 83

Note—33p.; Paper presented at a meeting of the Southwestern Social Science Association (Houston, TX, March 19, 1983).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Age Differences, Armed Forces, \*Black Employment, Education Work Relationship, Institutionalized Persons, \*Labor Force, \*Males, Manufacturing, Migration, Multiple Regression Analysis, Neighborhood Integration, \*Predictor Variables, Racial Composition, Residential Patterns, Unemployment, Wages

This study attempts to test (via multiple regression analysis) hypothesized relationships between designated independent variables and age specific incidences of labor force participation for black male subpopulations in 54 Standard Metropolitan Statistical Areas. Leading independent variables tested include net migration, earnings, unemployment, education, percent inmates of institutions, and residential segregation. Other variables, believed less important theoretically or serving as controls, include percent black, percent in the armed forces, and industry mix (percent of employed black males in manufacturing). As anticipated, net migration, earnings, and unemployment emerge as leading determinants of labor force participation rates. But, in contrast to findings of past related research, there is scant evidence of expected positive education effects; this result underscores the problematic status of the "credentialism" or "demand for education" thesis. (CMG)

ED 240 202 UD 023 345

Kyle, Regina M. J.

Kaleidoscope, Emerging Patterns of Response and Action in ECIA Case Studies of Chapter 2 in Selected States.

White (E.H.) Co., San Francisco, Calif.

Spons Agency—Department of Education, Washington, D.C. Office of Planning, Budget, and Evaluation; National Inst. of Education (ED), Washington, DC. Educational Policy and Organization Program.

Pub Date—11 Jul 83

Contract—400-81-0004

Note—51p.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Block Grants, Elementary Secondary Education, \*Federal Aid, \*Program Implementation, \*Resource Allocation, School Districts, State Departments of Education, State School District Relationship

Identifiers—\*Education Consolidation Improvement Act Chapter 2

The major findings of nine State case studies on the effects and implementation of Chapter 2 of the Education Consolidation and Improvement Act (ECIA) of 1981, are summarized and synthesized in this report. The States examined (Colorado, Maine, Michigan, Nebraska, Pennsylvania, South Carolina, Tennessee, Texas, and Washington) were selected to reflect significant regional demographic and economic differences. Although the findings, based as they are on the first year of Chapter 2 implementation, can only be regarded as tentative at this stage, certain common patterns emerge: (1) Implementation has been smooth. (2) Small towns and rural districts and those which had minimal or no funding in the competitive antecedent programs did well under Chapter 2. (3) Districts which lost funds under Chapter 2 tended to be those with large amounts of Emergency School Aid Act (ESAA) money and/or those that had actively sought out funds from other sources. (4) In some States, Chapter 2 supported already-planned, creative restructuring and refocusing of capabilities in the State education authority. (5) There is some evidence of use of Chapter 2 funds to support long-term goals of local school districts that might otherwise have gone unfunded. (6) Some ESAA districts used Chapter 2 funds for



what they considered to be more effective ways of achieving desegregation. (7) Private school participation in Chapter 2 seemed to be high. (CMG)

ED 240 203 UD 023 347

Amarel, Marianne Chittenden, Edward A.

A Conceptual Study of Knowledge Use in Schools.

Final Report (Draft).

Educational Testing Service, Princeton, N.J.

Spons Agency—National Inst. of Education (ED),

Washington, DC.

Pub Date—Jun 82

Grant—NIE-G-81-0028

Note—49p.; For a related document, see ED 217

549.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Curriculum Development, Educational Improvement, \*Educational Principles, Educational Theories, Elementary Education, Feedback, Field Studies, Learning Theories, \*Principals, Program Effectiveness, \*Reading Programs, School Effectiveness, \*Teaching Models, Urban Schools

Identifiers—Knowledge Utilization

The analysis of conceptual issues related to the perception and use of knowledge by classroom teachers and school administrators in improvement programs, specifically in urban elementary reading programs, was the primary goal of this study. To begin, a distinction was made between knowledge sources that constitute the initial bases for program development and working sources of knowledge necessary for program implementation. These knowledge sources were further divided into sources external and internal to the classroom, with the latter (in the form of information about students revealed only during the teaching process) being regarded as essential to productive teaching. Field studies in four urban public schools showed this conceptualization to be inadequate. Two distinct knowledge bases used to define programs at the different sites were identified. One, the "procedural" knowledge base, which was found in centrally controlled schools, emphasized the techniques of teaching and left little room for teacher or principal response to student feedback. The other, the "theoretical" knowledge base found in more autonomous schools, took the form of principles, maxims, and precepts about ways that teachers teach and children learn, and allowed teachers and principals to respond to student feedback. In view of the importance of student feedback to effective teaching, the growing national trend toward the procedural rather than the theoretical model raises disturbing questions about the effectiveness of programs designed to improve schooling and/or enhance educational equity. Following the narrative, sample teacher interviews from the four schools, and interview guidelines are appended. (CMG)

ED 240 204 UD 023 348

Viteritti, Joseph P.

External Constraints on Organizational Change: A

Study of the New York City School System.

Pub Date—83

Grant—NIE-G-81-0032

Note—493p.

Pub Type—Reports - Research (143)

EDRS Price - MF02/PC20 Plus Postage.

Descriptors—\*Accountability, \*Administrative Problems, Case Studies, Centralization, Compliance (Legal), Conflict, Decentralization, Educational Improvement, Educational Needs, \*Educational Policy, Elementary Secondary Education, Minimum Competencies, Organizational Change, \*Policy Formation, \*Political Influences, School Community Relationship, School Desegregation, Teacher Discipline

Identifiers—Education for All Handicapped Children Act, \*Interest Groups, \*New York City Board of Education

This is the report of a study that examined the relationship between the New York City school system and the external (social and political) environment of which the school system is a part. The study had two purposes: first, to determine the impact that external constituents of the school system have on internal policymaking and implementation; and second, to determine the extent to which these external constituents represent the wants and needs of the clientele which the school system is supposed to serve. It was hypothesized (1) that constituents to which the central administration must respond are so diverse that they function as an obstacle to internal governance and control, (2) that conflicting de-

mands imposed by these constituents inhibit the establishment of unified policy, and (3) that the external constituents are neither representative of nor responsive to the clientele served by the central administration. In order to test the hypotheses, five case studies (presented in this report) concerning major policy issues were conducted. Issues explored in these studies were (respectively) (1) budget development during three fiscal years (FY80, FY81, FY82); (2) the upgrading of minimum competency standards for elementary and secondary grades; (3) implementation of measures to comply with a Federal Court mandate enforcing the Education for All Handicapped Children Act; (4) enforcement of a Federal order by the U.S. Office for Civil Rights to desegregate an intermediate school (L.S. 241) in Queens; and (5) an attempt by central school officials to amend state law establishing formal procedures for disciplining and removing unsatisfactory teaching personnel. The report concludes with discussions of the politics of education in New York City, and dilemmas faced by the central administration in responding to diverse groups. Recommendations are also presented for reducing conflicts between governing boards, decision makers, and interest groups. (GC)

ED 240 205 UD 023 349

Assessment of Services Provided by Paraprofessionals.

District of Columbia Public Schools, Washington,

DC. Div. of Quality Assurance.

Pub Date—Jul 83

Note—19p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Administrator Attitudes, Attendance, Compensatory Education, Elementary Secondary Education, Instructional Improvement, \*Paraprofessional School Personnel, \*Principals, \*Program Effectiveness, Program Evaluation, Special Education, Student Promotion, \*Teacher Attitudes

Identifiers—District of Columbia Public Schools

A study was conducted to assess the services provided by instructional aides, Chapter I teaching aides and teaching assistants, educational therapy aides (special education), and attendance aides in the District of Columbia public schools, 1982-83. Teachers and principals rated very highly the value of the paraprofessional services. Teachers surveyed were 8 to 1 and principals surveyed 24 to 1 in favor of continuing paraprofessional services as opposed to selecting services, materials, or equipment of equal dollar value. The majority of teachers stated that paraprofessional services could not be equated with a dollar value and were far more valuable than materials or equipment, while the majority of principals stated that paraprofessionals brought both a personal dimension and direct services to students. The majority of instructional paraprofessionals saw their greatest accomplishment as being able to help students to acquire desired skills, while for attendance aides it was getting truants to attend school. Gains in promotions and gains in test results increased from 1982 to 1983, but because of the many variables involved it can only be said that student performance improved during the year in which the number of paraprofessionals was increased. Attendance rates also improved after the assignment of attendance aides. (CMG)

ED 240 206 UD 023 350

Evaluation of the ESEA Title I Program. Final

Evaluation Report, 1980-81 and 1981-82.

District of Columbia Public Schools, Washington,

DC. Div. of Quality Assurance.

Pub Date—83

Note—53p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Achievement Gains, \*Compensatory Education, Disadvantaged Youth, Elementary Education, \*Program Effectiveness, Program Evaluation, Reading Centers, \*Remedial Mathematics, \*Remedial Reading, Tutorial Programs

Identifiers—District of Columbia Public Schools

Title I reading and math outcomes for the school years 1980-81 and 1981-82 in the District of Columbia's public schools (grades 1, 2, 3 and 7) are the subject of this report. In both school years, achievement gains in reading exceeded program objectives for grades 3 and 7 but not for grade 2 (grade 1 scores were not used due to a technical problem). Objectives for math were not attained for either year in any grade. The outcomes were significantly lower in

most grades (especially for math) than outcomes for previous years. Besides presenting the results, the report describes the program's needs assessment and selection processes, the individual components (classroom, lab, and tutorial), modifications due to budget cuts in 1981-82, and the evaluation design. (CMG)

ED 240 207 UD 023 352

Minorities in Higher Education. Second Annual

Status Report.

American Council on Education, Washington, D.C.

Pub Date—[83]

Note—24p.; A publication of the Office of Minority Concerns.

Pub Type—Numerical/Quantitative Data (110) — Reports - General (140)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Academic Achievement, American Indians, Asian Americans, Blacks, College Faculty, Degrees (Academic), Demography, \*Educational Attainment, \*Educational Status Comparison, Elementary Secondary Education, \*Enrollment, \*Higher Education, Hispanic Americans, Income, Mexican Americans, \*Minority Groups, Professional Education, Puerto Ricans, Socioeconomic Status

An overview of the status of education and other demographic characteristics for Asian Americans, Blacks, Mexican Americans, American Indians, and Hispanic Americans is given in this report. Major findings follow: (1) In 1982, 36.5 percent of Black families and 29.9 percent of Hispanic families had incomes below poverty level, as compared to 9.1 percent for Whites. (2) 37.7 percent of all Black, and 35.2 percent of all Puerto Rican families were headed by single women. (3) Of female-headed non-white families, 70 to 80 percent live in poverty. (4) Almost 18 percent of Blacks and 10 percent of Hispanics were functionally illiterate in 1979. (5) All but two of the largest school systems in the country had enrollments of more than 50 percent minority students. (6) Black and Native American women outnumber men in higher education enrollments. (7) The proportion of Black and Hispanic high school graduates who go on to higher education declined between 1975 and 1980. (8) Over half of Hispanic and Native American students and over 40 percent of Black and Asian students were enrolled in two-year colleges. (9) Blacks received 6.4 percent and Hispanics 2.3 percent of the bachelor's degrees awarded in 1980. (10) Native American enrollment in professional schools dropped 35.9 percent between 1976 and 1980. (11) In 1979, 4.4 percent of faculty were Black and 1.4 percent were Hispanic. (Author/GC)

ED 240 208 UD 023 354

Wilson, Catherine Walker

Relationship between Social Class and Racial

Prejudice on Home Management Skills among

Black Americans.

Pub Date—Aug 81

Note—195p.; Ph.D. dissertation, Walden University.

Pub Type—Dissertations/Theses - Doctoral Dissertations (041) — Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—\*Blacks, \*Home Management, Lower Class, Middle Class, Questionnaires, \*Racial Bias, \*Social Class, Whites

The relationship of social class and racial prejudice to the home management skills of black Americans was the focus of this study. A questionnaire (a copy of which appears in an appendix) was used to interview a sample of 100 people divided into four subgroups: low social class blacks, low social class whites, middle social class blacks, and middle social class whites. The questionnaire dealt with meal management, food preparation, money management, home management, child rearing, standards of housekeeping, crisis adjustment, and marketing. It also included questions about the type of education, whether segregated or not, and the type of neighborhood, whether segregated or not, of the individuals interviewed. The picture of home management skills that emerged from analysis of questionnaire results showed that knowledge of such skills appeared to be low for all study subjects. A relationship between social class and home management skills among blacks was shown. The majority of blacks interviewed indicated that there is also a relationship between racial prejudice and home management skills. (CMG)

ED 240 209

Lipitz, Joan

Successful Schools for Young Adolescents.  
Sponsoring Agency—National Inst. of Education (ED),  
Washington, DC.

Report No.—ISBN-0-87855-947-7

Pub Date—84

Contract—P-81-0120

Note—223p

Available from—Center for Early Adolescence,  
Suite 223, Carr Mill Mall, Carboro, NC 27510  
(\$9.95 + \$2.00 postage & handling).

Pub Type—Books (010) — Reports — Research  
(143)

Document Not Available from EDRS.

Descriptors—\*Adolescents, Case Studies, Curriculum, \*Educational Environment, Educational Objectives, Evaluation Criteria, Individual Differences, \*Institutional Characteristics, Intermediate Grades, Junior High Schools, \*Middle Schools, Principals, School Community Relationship, \*School Effectiveness, School Organization, \*Student School Relationship, Success, Teacher Role

This book examines the qualities of schools that successfully deal with the developmental diversity of young adolescents (10 to 14 years old). In part I, the author reviews literature on school effectiveness and develops a framework for evaluating schools that are not simply "effective," but are "successful." Seven criteria are outlined: (1) better than average standardized test scores; (2) low absentee rates; (3) low incidence of vandalism and victimization; (4) few or no destructive graffiti; (5) low suspension rates; (6) parental satisfaction; and (7) a reputation for excellence. Part II presents case studies of four middle schools which meet these criteria and were studied by the author. The schools are Western Middle School (Almanance County, NC), Dorothy L. Fisher Magnet Middle School (Detroit, MI), Samuel V. Noe Middle School (Louisville, KY), and the Shoreham-Wading River Middle School (Shoreham, NY). Part III summarizes recurrent themes in these successful schools. Areas discussed include purposes, goals and definitions; the principals; school climate; curriculum and instruction; school organization; and the schools' positions in their communities. The most striking feature of the successful schools studied is said to be their willingness and ability to adapt to individual differences in their students' intellectual, biological, and social maturation. (GC)

ED 240 210

Isaacs, Eve

Greek Children at School and After. ERDC Report

No. 29.

Australian Education Research and Development  
Committee, Canberra.

Report No.—ISBN-0-642-06009-6

Pub Date—81

Note—77p.

Available from—Australian Government Publishing  
Service, GPO Box 4, Canberra ACT 2601,  
Australia (\$2.20).

Pub Type—Reports — Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Acculturation, Elementary Secondary Education, \*Ethnic Discrimination, Foreign Countries, \*Intergroup Relations, Interviews, Peer Relationship, Public Schools, Socioeconomic Status, \*Student Attitudes, Student Teacher Relationship

Identifiers—\*Australia, \*Greek Australians

How Greek Australian children and their parents feel about the public schools and about their own role in and acceptance by the larger Australian society is the focus of this report. Through liberal quotations from interviews, their feelings about the following areas are presented: (1) the manner in which decisions to leave or remain at school are reached, and the extent of parental influence on such decisions; (2) parents' and children's perceptions of school and teachers; (3) maintenance and continuance of after-school Greek classes, and their possible absorption into the State educational system; (4) parents' and children's evaluation of their current status; and (5) children's attitudes toward the preservation of traditional norms, as taught by the parents. Throughout, comparisons are made with the findings of a 1976 study of the same families. An appendix contains the questionnaires used in interviewing the families and background information about school enrollment. (CMG)

UD 203 355

ED 240 211

The Hispanic Population: A Demographic and Issue Profile. Hearings before the Subcommittee on Census and Population of the Committee on Post Office and Civil Service. House of Representatives, Ninety-Eighth Congress, First Session (September 13-15, 1983).

Congress of the U. S., Washington, D. C. House  
Committee on Post Office and Civil Service.

Pub Date—Sep 83

Note—292p.; Some sections may be marginally legible due to small type.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Bilingual Education, \*Business, Census Figures, \*Demography, Elementary Secondary Education, \*Employment, Hearings, \*Hispanic Americans, \*Immigrants, Socioeconomic Status

A wide series of issues affecting the Hispanic community were discussed in these hearings. After a presentation of census findings on Hispanic socioeconomic and demographic characteristics by the Acting Director of the Census Bureau, statements were offered on census findings about Hispanic language use; immigrant Hispanics and jobs and the Hispanic impact on non-Hispanic earnings and employment; and recent immigration from Latin America. The greater part of the hearings consisted of testimony on three topics: bilingual education, the Hispanic business sector, and employment in the Hispanic community. The Simpson-Mazzoli immigration bill was also discussed. Those testifying on these topics included government agency heads, educators, representatives of Hispanic organizations, U.S. Representatives, and economists. (CMG)

ED 240 212

Hearing on the Equal Educational Opportunity

Act of 1983, before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Eighth Congress, First Session on H.R. 2397 (April 6, 1983).

Congress of the U.S., Washington, D.C. House  
Committee on Education and Labor.

Pub Date—83

Note—105p.; Small type.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Compensatory Education, \*Educationally Disadvantaged, \*Educational Vouchers, Elementary Secondary Education, \*Equal Education, Federal Government, \*Federal Legislation, Federal Programs, Hearings

Identifiers—Congress 98th, \*Proposed Legislation,

\*Reagan Administration

The Reagan Administration's education voucher proposal was the subject of these hearings on H.R. 2397, a Bill To Improve the Educational Achievement of Educationally Deprived Children by Expanding Opportunities for Their Parents To Choose Schools That Best Meet Their Needs, To Foster Diversity and Competition among School Programs For Educationally Deprived Children, To Increase Private Sector Involvement in Providing Educational Programs for Educationally Deprived Children, and for Other Purposes. Secretary of Education Terrel H. Bell presented a statement outlining the Administration's reasons for introducing the voucher proposal. Statements opposing the voucher system were made by the following: Mary Hatwood Futrell of the National Education Association; Gregory Humphrey of the American Federation of Teachers; Grace Baisinger of the National Coalition for Public Education; Althea Simmons of the National Association for the Advancement of Colored People; Joseph Scherer of the American Association of School Administrators; and Linda Darling-Hammond of the Rand Corporation. Additional material for inclusion in the record was offered by Baisinger, Darling-Hammond, Futrell, and Simmons. Material for the record, including descriptions of educational programs that had tried vouchers, also came from Gary L. Bauer, Department of Education; Edd Doerr, the Voice of Reason; Reverend Thomas G. Gallagher, United States Catholic Conference; Frank J. Monahan, Office of Government Liaison; the Honorable Carl D. Perkins, Chairman, Committee on Education and La-

UD 203 366

bor; Dr. Paul Salmon, American Association of School Administrators; Robert R. Severn, North Carolina Association of Compensatory Educators; and Robert Smith, Council for American Private Education. (CMG)

ED 240 213

Fancher, Evelyn P.

Educational Technology: A Black Perspective.

Pub Date—[83]

Note—10p.

Pub Type—Opinion Papers (120) — Information  
Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Black Stereotypes, \*Black Students, Computer Assisted Instruction, \*Educational Technology, Elementary Secondary Education, \*Mass Media Effects, \*Racial Discrimination, \*Self Concept

The emphasis of this paper is on the effects of educational technology on black youth. Educational technology, however, must be viewed in the context of the ethnic and cultural diversity of our society as a whole and of the microcosm that constitutes the classroom. Anything that transpires in the classroom is impacted upon by outside forces such as the mass media. The media, and particularly television, contribute to the overall stereotyped negative images of Blacks held by the majority of Americans, both black and white. For black youth, it is essential that educational technology be used deliberately to counteract the negative racial images that permeate the media. This means that educational technology should not be used to facilitate superficial training of black youth by teachers who hold stereotypes regarding their students and leave them to their own devices in self-paced electronic centers. Instead, educational technology should be used carefully to allow as much student-teacher interaction as is needed and to progressively diminish racism rather than nurture it. (CMG)

UD 203 368

ED 240 214

Federal Civil Rights Commitments: An Assessment of Enforcement Resources and Performance. United States Commission on Civil Rights Clearinghouse Publication 82.

Commission on Civil Rights, Washington, D.C.

Pub Date—Nov 83

Note—340p.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—Budgets, \*Compliance (Legal), Employees, \*Federal Government, \*Law Enforcement, \*Performance, Program Evaluation, \*Public Agencies, \*Resources

Identifiers—Department of Education, Department of Health and Human Services, Department of Housing and Urban Development, Department of Justice, Department of Labor, Equal Employment Opportunity Commission

This report reviews, in the context of their budget and staff resources, selected activities of six Federal agencies with significant responsibility for enforcing civil rights laws. They are: (1) the Department of Education's Office for Civil Rights; (2) The Department of Health and Human Services' Office for Civil Rights; (3) the Department of Housing and Urban Development's Office of Fair Housing and Equal Opportunity; (4) the Department of Labor's Office of Federal Contract Compliance Programs; (5) the Equal Employment Opportunity Commission; and (6) the Department of Justice's Civil Rights Division. For each agency, the report evaluates major program components according to the agency's own objectives and other available measures of enforcement needs. The report identifies issues that should be tracked in the continuing budget process; discusses changing policies, demands, and procedures that may affect the way resources are used; and considers agency efforts to economize and improve management of civil rights enforcement. The report also discusses major policies pursued by the Justice Department's Civil Rights Division "because they indicate the direction of the Administration's civil rights enforcement commitments and influence other agencies' enforcement efforts." A statement critical of the report by the Civil Rights Commission's chairman, and a statement supporting it by other Commission members are also included. Appendices, which comprise about one-third of the document, contain correspondence between the Commission and the Office of Management and Budget, and between the Commission and the agencies reported on. (CMG)

UD 203 369

**ED 240 215** UD 023 386

Cooper, Zachary L. Tari, Emilie  
Coming Together, Coming Apart. Black Settlers in  
Rural Wisconsin. Teachers' Manual.  
Wisconsin State Dept. of Public Instruction, Madison.

Spons Agency—National Endowment for the Humanities (NEAH), Washington, D.C.  
Report No.—WDPI-BULL-3254  
Pub Date—[83]

Note—39p.; To accompany related materials: "Coming Together" and "Coming Apart" (videotapes) and "Black Settlers in Rural Wisconsin" (student booklet).

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Black History, \*Blacks, Elementary Education, \*Rural Population, \*State History, Teaching Guides

Identifiers—\*Wisconsin

This teaching manual, designed to accompany a Wisconsin State television series, focuses on that State's rural black families and their lives in the 19th and early 20th centuries. The manual begins with notes on its organization and use, as well as major objectives for students who study the material presented. Four units follow. Unit 1 explores the origins of Wisconsin blacks and discusses their history before migration to the State. Unit 2 considers why these families chose to settle in Wisconsin, while Unit 3 describes their living and working conditions during the frontier period and subsequent years. Unit 4 focuses on the dissolution of rural communities. Each unit is followed by a summary, guide, questions, activities, vocabulary, and a list of resources. An extensive bibliography (subdivided into sections on communities and settlements, families, migration and immigration, military history, politics, women and research methodology) is also provided. Finally, five crossword puzzles based on the material presented in the manual are appended. (GC)

**ED 240 216** UD 023 392

Ogilvie, A. Barretto  
The Multicultural Education QAT (Quick Assessment Test).

Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date—Jul 83

Note—9p.; Published by the Office for Multicultural and Equity Education.

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Evaluation Methods, \*Multicultural Education, \*Needs Assessment, \*Program Effectiveness, School Districts

Identifiers—\*Multicultural Education Quick Assessment Test

The Multicultural Education Quick Assessment Test (QAT), an abbreviated instrument for administrators, staff, parents, community members, and/or students who want to determine how their district is doing in multicultural education, is presented in this paper. An introduction discusses the importance of multicultural education. Instructions are then given for completing QAT, which evaluates multicultural education in ten areas: school policy, local school district administration, local staff, programs, staff training, materials, curriculum, extracurricular activities, parent/community/school relationship, and the academic achievement of ethnic minority students. A rating scale is provided. (GC)

**ED 240 217** UD 023 393

Selected Multicultural Instructional Materials.  
Seattle School District I, Wash.; Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date—Aug 83

Note—724p.; Light print. Published by the Office for Multicultural and Equity Education.

Pub Type—Guides - General (050)

EDRS Price - MF04/PC29 Plus Postage.

Descriptors—\*Class Activities, \*Cultural Activities, Elementary Education, \*Ethnic Groups, Foreign Countries, Instructional Materials, \*Multicultural Education

Identifiers—\*Holidays

This is a compilation of ten multicultural instructional booklets that were prepared and published by the Seattle, Washington, School District. The first booklet, entitled "Selected Multi-ethnic/Multicultural

Events and Personalities," lists and describes (1) major holidays and events celebrated in the United States, and (2) American ethnic minority and majority individuals and their achievements. Booklet 2, "Chinese New Year," contains background information and classroom activities about that holiday, as well as Korean and Vietnamese New Year's customs. Booklet 3 presents activities and assembly suggestions prepared to assist schools in commemorating January 15, the birthdate of Martin Luther King, Jr. The information and activities in Booklet 4 focus on the celebration of Afro-American History Month. Booklet 5, "Lei Day," focuses on Hawaiian history, culture, and statehood. Booklet 6 is entitled "Cinco de Mayo," and presents information about the Mexican defeat of French troops in 1862, as well as other Mexican events and cultural activities. Booklet 7 centers around Japan and the Japanese holiday, "Children's Day." The Norwegian celebration "Styende Mai" (Constitution Day, May 17), is described in Booklet 8, along with other information about and cultural activities from Norway. Booklet 9, "American Indian Day" (late September), presents background information about Native American history and culture. Finally, Booklet 10, "Winter Holidays," provides activities and resources for American holidays—including Christmas and Hanukkah—which fall during the winter months. (GC)

**ED 240 218** UD 023 394

"Toward the Year 2000." An Examination and Discussion of Critical Multicultural Education Issues and Strategies Related to Washington State's Preparation for Entry into the 21st Century and Its Increasing Multi-Ethnic Population.

Washington Education Association, Seattle.

Pub Date—23 Feb 83

Note—107p.; A report from the "Toward the Year 2000" Symposium Group who met on February 23, 1983, at the Seattle Battelle Institute.

Available from—Office for Multicultural/Equity Education, Superintendent of Public Instruction, Old Capitol Building, Olympia, WA. 98054 (no charge).

Pub Type—Collected Works - Proceedings (021) — Reports - General (140) — Opinion Papers (120)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Basic Skills, \*Bilingual Education, Computers, Cultural Pluralism, Discipline, Educational Policy, Educational Technology, \*Educational Trends, Elementary Secondary Education, \*Equal Education, Futures (of Society), Higher Education, Minority Groups, \*Multicultural Education, School Effectiveness, School Holding Power, \*Statewide Planning, Teacher Qualifications

Identifiers—\*Washington

In February 1983, a symposium was held to ensure that multicultural and equity education issues are not left unattended in Washington State's public schools as new educational challenges present themselves. Participants were 80 individuals representing a cross section of geographic areas, ethnic groups, and key professions from 21 different school districts and 21 different institutions. This report contains papers on the eight themes addressed by these participants: (1) "Discipline: Policies, Practices and Minority Students"; (2) "Computers, Minority Students and a Technology Gap Acceleration"; (3) "The Street Life Alternative" (which deals with the dropout phenomenon); (4) "Multicultural/Globel Education in the Schools"; (5) "Multicultural/Basic Education"; (6) "Effective Schools within a Pluralistic Society"; (7) "Teacher Readiness in a Complex Multicultural Education Setting"; and (8) "Students Who Speak a Language Other than English, Bilingualism and a Need for State Direction." Each paper examines its theme by asking five related questions: (1) What hard data exist to substantiate the issue? (2) What factors create or contribute to the issue? (3) What are the probable consequences if the issue is left unattended? (4) What strategies would be appropriate to respond to the issue? (5) What resources are currently available for educators to use in responding to the issue? (GC)

**ED 240 219** UD 023 395

Competencies for Teaching Multiculturally.

Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date—May 83

Note—17p.; Published by the Office for Multicultural and Equity Education.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Definitions, \*Educational Change, \*Educational Policy, Elementary Secondary Education, \*Multicultural Education, Student Role, \*Teacher Qualifications, Teacher Role, Technical Assistance

Identifiers—\*Washington

A brief policy paper on multicultural education and a bulletin from the State Superintendent on its implementation in schools in Washington State are included in this report. The first paper lists 31 competencies that should be demonstrated by teachers who teach in multicultural settings. It also discusses the "change roles" that both teachers and learners must adopt in order to facilitate a multicultural approach in a diverse or desegregated setting. The second paper, the Superintendent's Bulletin No. 5-82, states the need for local districts to develop and implement non-discriminatory, multicultural programs, outlines policy initiatives toward that end, and reviews characteristics of multicultural programs. This paper also sets out general steps that school districts should follow, describes related technical assistance activities, and considers several definitions of multicultural education. (GC)

**ED 240 220** UD 023 396

Spier, Adele W. And Others  
Chapter 636, Voluntary Integration in Massachusetts. Successful Programs of Choice.

Massachusetts State Dept. of Education, Boston. Bureau of Equal Educational Opportunities.

Pub Date—[83]

Note—109p.; For related documents, see ED 236 277-278 and UD 023 397-399.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Bilingual Education Programs, Busing, Career Education, College School Cooperation, \*Desegregation Methods, Elementary Secondary Education, Magnet Schools, Metropolitan Areas, \*Program Effectiveness, School Community Relationship, Staff Development, State Legislation, \*Success, \*Voluntary Desegregation

Identifiers—\*Massachusetts

A statewide study was conducted to identify and describe successful voluntary school desegregation programs funded under Chapter 636, a 1974 amendment to Massachusetts' Racial Imbalance Law. Programs selected were of four types: (1) school-based (elementary, middle, and high); (2) school system- or district-wide; (3) part-time and full-time magnet; and (4) Metro school communities, in which minority students are bused to suburban schools. The 12 programs described in this report include (1) and (2) Metro programs in Natick and Newton; (3) the Math Lab at William Trotter Elementary School, Boston; (4) a career education program at Thomas A. Edison Middle School, Boston; (5) a theatre arts program at Copley Square High School, Boston; (6) a staff development/teacher training program in Boston's District II, carried out in collaboration with Wheelock College; (7) Project READ in Boston's District I, conducted in collaboration with Boston University; (8) "Neighborhood Art Center: Project Four Worlds," a magnet program which pairs classes from Boston city and suburban schools; (9) "Casa del Sol: La Buena Herencia," a community-based adult education/cultural education program; (10) "Metropathways," another magnet program for Boston and suburban high school students; (11) a Spanish language instruction program at Sumner Avenue Elementary School, Springfield; and (12) "A Language to Share," a bilingual, multicultural program for students of various linguistic backgrounds residing in Lowell. The report's conclusion considers the elements that make these programs successful and highlights their concern with excellence. Another universal element of the programs is said to be a supportive school climate. Appended to the report are a State Board of Education policy statement on programs submitted for funding under Chapter 636 and a table detailing 1980 enrollments in the 12 programs described. (GC)

**ED 240 221** UD 023 397

Desegregation in Massachusetts, 1983 Annual Report.

Massachusetts State Dept. of Education, Boston.

Bureau of Equal Educational Opportunities.

Pub Date—Feb 84

Note—104p.; Tables (pages 36 and 92-98) will not reproduce clearly; for related documents, see ED



236 277-278 and UD 023 396-399.

Pub Type—Reports - General (140)  
EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Desegregation Effects, Elementary Secondary Education, \*Enrollment Trends, Minority Groups, \*Racial Composition, Racially Balanced Schools

Identifiers—\*Massachusetts

General (Statewide) school desegregation trends, as well as specific data from various Massachusetts school districts are presented in this report. The first section compares State support of desegregation efforts in Massachusetts with that of other northern States, outlines areas for which State funding is disbursed, and describes the relation between State and Federal requirements for school desegregation. The second section compares Statewide public school enrollment data for 1974, 1978, and 1982, and outlines enrollment trends for White, Black, Hispanic, and Asian/Native American student categories. The third section addresses funding issues, specifically as related to racial equity. The remainder of the report is divided into individual chapters on desegregation efforts in a number of Massachusetts cities, including Boston, Brockton, Cambridge, Chelsea, Framingham, Holyoke, Lawrence, Lowell, Lynn, Medford, Methuen, New Bedford, Springfield, and Worcester. (GC)

ED 240 222

UD 023 398

Report No. 2 to the United States District Court,  
District of Massachusetts, on Boston School  
Desegregation. Volume I.Massachusetts State Board of Education, Boston.;  
Massachusetts State Dept. of Education, Boston.  
Bureau of Equal Educational Opportunities.

Pub Date—1 Feb 84

Note—95p.; For related documents, see ED 236  
277-278 and UD 023 397-399.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Bilingual Education, College School  
Cooperation, \*Compliance (Legal), Conflict Reso-  
lution, \*Desegregation Effects, Discipline, Ele-  
mentary Secondary Education, Facility  
Improvement, Parent Associations, Personnel In-  
tegration, \*School Desegregation, School Safety,  
School Security, Special Education, Student Or-  
ganizations, Student Transportation, Transfer  
Students, Vocational Education

Identifiers—\*Boston Public Schools MA

This monitoring report on desegregation in Boston public schools covers a six-month period of school operations and is based upon data collected throughout the fall of 1983. First, the previous report (ED 236 277-278) is reviewed and updated, and the desegregation agenda for 1984 is discussed. Findings are then presented for each of the 12 monitoring areas enumerated in the Orders of Disengagement entered by the Federal District Court Judge in December 1982. These areas are (1) student assignments, (2) staff desegregation, (3) special desegregation measures in specific schools, (4) special education, (5) bilingual education, (6) vocational and occupational education, (7) transportation, (8) facilities, (9) school safety and security, (10) student discipline, (11) institutional pairings (with colleges, universities, and cultural institutions), and (12) parent and student organizations. For each of these areas, the Court mandate is re-stated, the information-gathering process is described, findings are presented for each component objective, and commendations and recommendations are presented. Finally, brief notes are added on the dispute resolution process (which was invoked five times during the monitoring period covered) and the procedure for modification of outstanding desegregation orders (which was not invoked during this period). (GC)

ED 240 223

UD 023 399

Report No. 2 to the United States District Court,  
District of Massachusetts on Boston School  
Desegregation. Volume II.Massachusetts State Board of Education, Boston.;  
Massachusetts State Dept. of Education, Boston.  
Bureau of Equal Educational Opportunities.

Pub Date—1 Feb 84

Note—731p.; Many pages have light type and may  
not reproduce clearly. For related documents, see  
ED 236 277-278 and UD 023 397-399.Pub Type—Numerical/Quantitative Data (110) —  
Reports - Evaluative (142)

EDRS Price - MF04/PC30 Plus Postage.

Descriptors—Bilingual Education, College School  
Cooperation, \*Compliance (Legal), Conflict Reso-

lution, \*Desegregation Effects, Discipline, Ele-  
mentary Secondary Education, Facility Improve-  
ment, Parent Associations, Personnel Integration,  
\*School Desegregation, School Safety, School Se-  
curity, Special Education, Student Organizations,  
Student Transportation, Transfer Students, Voca-  
tional Education

Identifiers—\*Boston Public Schools MA

This volume provides monitoring reports as well as supporting documentation for 12 areas investigated in the Fall 1983 evaluation of ongoing desegregation efforts in Boston public schools. Each monitoring report includes objectives and questions, method, findings, commendations, and recommendations. The areas include (1) student assignments, (2) staff desegregation; (3) special desegregation measures in specific schools, (4) special education, (5) bilingual education, (6) vocational and occupational education, (7) transportation, (8) facilities, (9) school safety and security, (10) student discipline, (11) institutional pairings (with colleges, universities, and cultural institutions), and (12) parent and student organizations. The supporting documentation presented includes letters statistics, and memoranda. (GC)

ED 240 224

UD 023 459

Boyer, James

Multicultural Education: From Product to Process.

ERIC Clearinghouse on Urban Education, New  
York, N.Y.Spons Agency—National Inst. of Education (ED),  
Washington, DC.

Pub Date—83

Contract—400-77-0071

Note—80p.

Pub Type—Information Analyses - ERIC Informa-  
tion Analysis Products (071) — Opinion Papers  
(120)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Administrator Role, \*Cross Cultural  
Training, Cultural Awareness, Curriculum Devel-  
opment, Elementary Secondary Education, \*In-  
stitutional Role, Minority Groups, \*Multicultural  
Education, Social Bias, \*Teacher Role

This paper prescribes methods by which educa-  
tors may move multicultural education from its pri-  
mary "product" stage (emphasizing learning  
materials and similar artifacts) to a more sophis-  
ticated "process" stage (demonstrating a more au-  
thentic approach consistent with the purposes of  
democratic public education). Part I discusses the  
rationale of multicultural education in the 1980's  
and the product and process phases of multicultural  
education. The process phase is described as con-  
sisting of five stages: (1) awareness (of the historical  
perspective); (2) analysis (of the school, curriculum,  
one's purpose in the school, and the multicultural  
philosophy); (3) acceptance (of redefined roles of  
teacher, school, and curriculum); (4) adoption (of  
the multicultural model); and (5) actualization/im-  
plementation (of multicultural concepts that put the  
educator in the role of leader and advocate). Part II  
includes several definitions of multicultural educa-  
tion, summarizes them, and puts multiculturalism  
into a historical perspective. Competencies neces-  
sary for the multicultural staff are discussed in part  
III. Administrator responsibilities are outlined as  
well as the critical elements of cross-racial/  
cross-ethnic teaching and learning. A model for a  
multicultural staff development program is pre-  
sented that includes needs assessment, project-  
ing/planning, sequencing/organizing, and  
operationalizing and monitoring phases. The elimi-  
nation of victimization, as part of this model, ad-  
dresses the problems of racial, sex, age, and class  
prejudice, as well as prejudice against the handi-  
capped. Finally, guidelines are given for enhancing  
curriculum and staff development. (ML)

ED 240 225

UD 023 460

Murray, Sandra R. And Others

National Evaluation of the PUSH for Excellence  
Project. Final Report.American Institutes for Research in the Behavioral  
Sciences, Washington, D.C. Inst. for Neighbor-  
hood Initiatives.Spons Agency—National Inst. of Education (ED),  
Washington, DC.

Pub Date—Mar 82

Contract—400-79-0014

Note—300p.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Activism, \*Black Education, Demon-  
stration Programs, \*Educational Improvement,

Federal Programs, High Schools, Nontraditional  
Education, Program Descriptions, \*Program Ef-  
fectiveness, Program Evaluation, \*Program Im-  
plementation, \*School Community Relationship,  
Social Change, \*Urban Schools

Identifiers—\*Push for Excellence Program

This final report for the PUSH-EXCEL project  
was designed to provide readers with an idea of the  
major actors and events that shaped the project's  
history and implementation, and to describe results  
of a 3-year evaluation of its impact (Chapter 1).  
Chapter 2 describes the original impetus for  
PUSH-EXCEL as arising from the Reverend Jesse  
Jackson's organization for social activism among  
black Americans and reviews Jackson's principles  
regarding the role of blacks in social and educational  
change. Chapter 3 concerns events which trans-  
formed the project into a mass program with sub-  
stantial federal funding. Chapter 4 focuses on two  
implementation sites—Chattanooga and Denver—in  
which PUSH-EXCEL began in 1979, and briefly  
contrasts these sites with previously established pro-  
grams in Chicago, Kansas City, and Los Angeles.  
Chapters 5 and 6 then detail the evaluation design  
and the findings regarding the impact of PUSH-EX-  
CEL on student behavior, motivation, responsibil-  
ity, and achievement. Student, parent, and teacher  
attitudes toward the project are also described. The  
concluding chapter, chapter 6, discusses the project  
from two perspectives; as a federally funded demon-  
stration and as a social/educational movement. Ap-  
pendices include (A) project chronologies from  
Chattanooga, Denver, and Memphis; (B) site synop-  
ses from Chattanooga, Chicago, Denver, Kansas  
City, and Los Angeles; (C) a description of the Kan-  
sas City program; (D) the Los Angeles case study;  
(E) quantified data on PUSH-EXCEL's impact; (F)  
instruments for collecting interview and question-  
naire data; and (G) instruments for collecting obser-  
vational data. (GC)



# Subject Index

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors* and the *Identifier Authority List*, are in word-by-word alphabetical order.

As shown in the examples below, the accession number is displayed below and to the right of the document title. Additional information about the document can be found under that number in the resume section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

**Descriptor** \_\_\_\_\_ **Microcomputers**  
**Title** \_\_\_\_\_ **Public Education and Electronic Technologies.**  
 \_\_\_\_\_ **ED 226 725** \_\_\_\_\_ **Accession Number**

**Identifier** \_\_\_\_\_ **National Assessment of Educational Progress**  
**Title** \_\_\_\_\_ **Reading, Science, and Mathematics Trends. A Closer Look.**  
 \_\_\_\_\_ **ED 227 159** \_\_\_\_\_ **Accession Number**

## Abbreviations

The Nym Family: Synonyms, Antonyms, Homonyms, Acronyms.

ED 239 254

Problems Caused by the Neologisms in Teaching Chinese.

ED 239 518

## Ability Identification

Early Identification System: Followup of Those Students in the Grade 1 Class of 1978-79 Who Did Not Reach Grade 4 in 1981-82. Research Report 83-03.

ED 239 757

## Aboriginal People

Early Childhood Services for Aboriginal Children.

ED 239 795

## Abstinence

A Test of the Abstinence Violation Effect.

ED 239 164

## Abstract Reasoning

Educational Applications of the Dialectic: Theory and Research.

ED 239 136

## Abstracting

Precis-Summary: Activity Guide.

ED 239 209

## Abstracts

Resources in Education (RIE). Volume 19, Number 6.

ED 239 012

## Academic Ability

Academic Achievement and Self-Concept of Academic Ability: A Four-Year Longitudinal Study.

ED 239 141

## Academic Achievement

Academic Achievement and Self-Concept of Academic Ability: A Four-Year Longitudinal Study.

ED 239 141

Academic Competitions.

ED 240 133

Academic Decathlon.

ED 240 131

Academic Decathlon-San Diego County.

ED 240 135

An Analysis of Success Rate of Non-High School Graduates. Research Report No. 83-22.

ED 239 697

Assessment Procedures, Spring, Summer, and Fall 1983: Semi-Annual Research Report-Part II.

ED 239 702

## Awards of Excellence Program.

ED 239 342

A Call to Action: An Address to the Tulsa Metropolitan Chamber of Commerce, A Response to the Report of the National Commission on Excellence in Education: A Nation at Risk.

ED 239 750

College Core Curriculum: University and College Opportunities Program Guide.

ED 239 415

Educational Adjustment: A Model for Enhancing Vocational Special Needs Students' Success.

ED 239 041

Effects of Student Self Selection into Remedial Classes. Research Report No. 83-39.

ED 239 679

Evaluation of the Telecourse Program at Saddleback College: Student Retention and Academic Achievement.

ED 239 684

Eye Movement Models of Academic Achievement.

ED 239 169

A Historical Overview of Teacher Expectation Effects.

ED 239 176

Idea Cards - Factual Information on Public Education.

ED 239 335

Impact of the Standards of Academic Progress on Student Achievement and Persistence at Miami-Dade Community College. Report Report No. 83-23.

ED 239 698

Is There "Time" for Mastery Learning?

ED 240 055

Minorities in Higher Education. Second Annual Status Report.

ED 240 207

Native College Success in the Seventies: Trends at the University of Alaska at Fairbanks. ISER Occasional Paper No. 15.

ED 239 814

Performance of Retrained Airmen in Air Force Technical Schools (Revised). Interim Report for Period January 1981-August 1982.

ED 239 095

Project Primetime: 1982-83 Report.

ED 239 765

Schoollympics.

ED 240 134

Self Esteem, Expectation and Attribution of Responsibility for Academic Performance.

ED 239 167

Setting the Standard: The Characteristics & Consequences of Alternative Student Promotional

## Policies.

ED 239 368

Setting the Standard: The Characteristics & Consequences of Alternative Student Promotional Policies. Executive Summary.

ED 239 369

Should One Variable (CLAST) Be Used to Determine Entrance to Upper Division at the State University System in Florida? Research Report No. 83-27.

ED 239 675

South Carolina Statewide Testing Program 1983: Summary Report. Office of Research, Report Series, Volume One/Number 71.

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- Follow-Up Evaluation Studies and Procedures, College of Education, Bowling Green State University, Bowling Green, Ohio. ED 240 083
- Follow-Up Study of 1981 Harper Transfer Alumni. Volume XII, No. 13. ED 239 681

Follow-Up Survey of Graduates of 1981 and 1982, New Hampshire Vocational Technical College.

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ED 239 624

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ED 240 142

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ED 239 961

Umpqua Community College: Its Economic Impact on Douglas County.

ED 239 683

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ED 239 601

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ED 239 831

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ED 240 184

Bikol Dictionary. PALI Language Texts: Philippines.

ED 239 483

Logo and Von Neumann Ideas [and] Towards a Humanistic Use of Computers in Education = Hacia una insercion humanista de las computadoras en la educacion.

ED 239 602

Parents Ask PACER = Los Padres Preguntan a PACER.

ED 239 440

A Revision of Learning and Teaching = Revision del aprender y del enseñar.

ED 239 603

Together! A Newsletter for Parents and Preschoolers = Juntos! Una circular para los Padres y los Pre-Escolares.

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# THESAURUS ADDITIONS AND CHANGES

The following additions and modifications have been made to the ERIC controlled vocabulary since October 1983. They are, therefore, not included in the 10th (1984) edition of the *Thesaurus of ERIC Descriptors*.

## ADAPTIVE TESTING Feb. 1984

- SN Testing that involves selecting test items according to the examinee's ability as shown by responses to earlier test items
- UF Flexilevel Testing  
Response Contingent Testing  
Stradapive Testing  
Tailored Testing

## ANDRAGOGY Mar. 1984

- SN The art and science of the facilitation of adult learning, distinguished from child-oriented "Pedagogy" in terms of learner self-direction, application of knowledge and experience, learning readiness, orientation to the present, and problem-centeredness
- UF Androgogy

## Computerized Adaptive Testing

- USE ADAPTIVE TESTING; COMPUTER ASSISTED TESTING  
(Replaces "Computer Adaptive Testing" as USE Reference)

## Computerized Tailored Testing

- USE ADAPTIVE TESTING; COMPUTER ASSISTED TESTING  
(Replaces "Computer Tailored Testing" as USE Reference)

## DISLOCATED WORKERS Mar. 1984

- SN Workers who have lost their jobs because of economic and technological changes in a business or industry, e.g., plant closings or relocation, increased competition, automation, or market fluctuations
- UF Disemployment  
Displaced Workers

## EARLY RETIREMENT Mar. 1984

- SN Withdrawal from one's occupation or career at an earlier age or time than is mandatory or customary

## EDUCATIONAL ASSESSMENT Jan. 1974

- SN (Scope Note Changed) Determining and interpreting the attainment of educational objectives (nationwide, statewide, or locally) for use in educational planning, development, policy formation, and resource allocation (note: do not confuse with "Educational Diagnosis" or "Testing")

## High Technology

- USE TECHNOLOGICAL ADVANCEMENT

## Illegal Immigrants (Del Feb84)

- USE UNDOCUMENTED IMMIGRANTS

## MARITIME EDUCATION Feb. 1984

- SN Learning/teaching activities concerned with building, operating, and navigating boats, ships, and other floating structures, as well as related harbor and dock technology

## MARXIAN ANALYSIS Mar. 1984

- SN Application of Marxist concepts, principles, and models in any field (e.g., educational or historical or literary criticism)
- UF Marxist Criticism

## MARXISM Mar. 1984

- SN Body of social, economic, and political thought originating with Karl Marx and Friedrich Engels—distinguished by the labor theory of value, the principles of dialectical materialism and economic determinism, and the doctrine of revolutionary change leading to a classless society
- UF Dialectical Materialism

## MONTE CARLO METHODS Mar. 1984

- SN Statistical simulation techniques using random numbers to derive probabilistic approximations to the solutions of problems—used especially for complex problems with many variables or interrelationships

## NONTENURED FACULTY Feb. 1984

- SN Academic staff who have not received tenure (permanence of position) at their school or institution—includes those awaiting tenured appointments and those who are ineligible for tenure
- UF Nontenured Teachers  
Untenured Faculty

## OCEANOGRAPHY Mar. 1980

- SN (Scope Note Changed) Science that deals with the oceans and other large bodies of water, including their exploration, preservation, use, and interactions with air, dry land, and all life forms

## ROBOTICS Mar. 1984

- SN Study, design, and use of robots, mechanical devices that can be programmed to perform tasks of manipulation and locomotion under automatic control
- UF Industrial Robotics  
Robots

## SMALL ENGINE MECHANICS Mar. 1984

- SN Assembly, operation, and repair of reciprocating internal-combustion engines used on lawnmowers, garden tractors, chain saws, and other portable power equipment—small engines are generally air-cooled and under 20 horsepower

## UNDOCUMENTED IMMIGRANTS Feb. 1984

- SN Persons residing in a foreign country without proper authorization, having entered that country by unlawful means or having violated the provisions of their visas
- UF Alien Illegality  
Illegal Aliens  
Immigrant Illegality

## Undocumented Workers

- USE FOREIGN WORKERS; UNDOCUMENTED IMMIGRANTS



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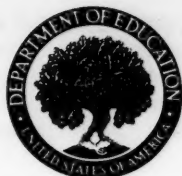
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